THE SHAKERITE

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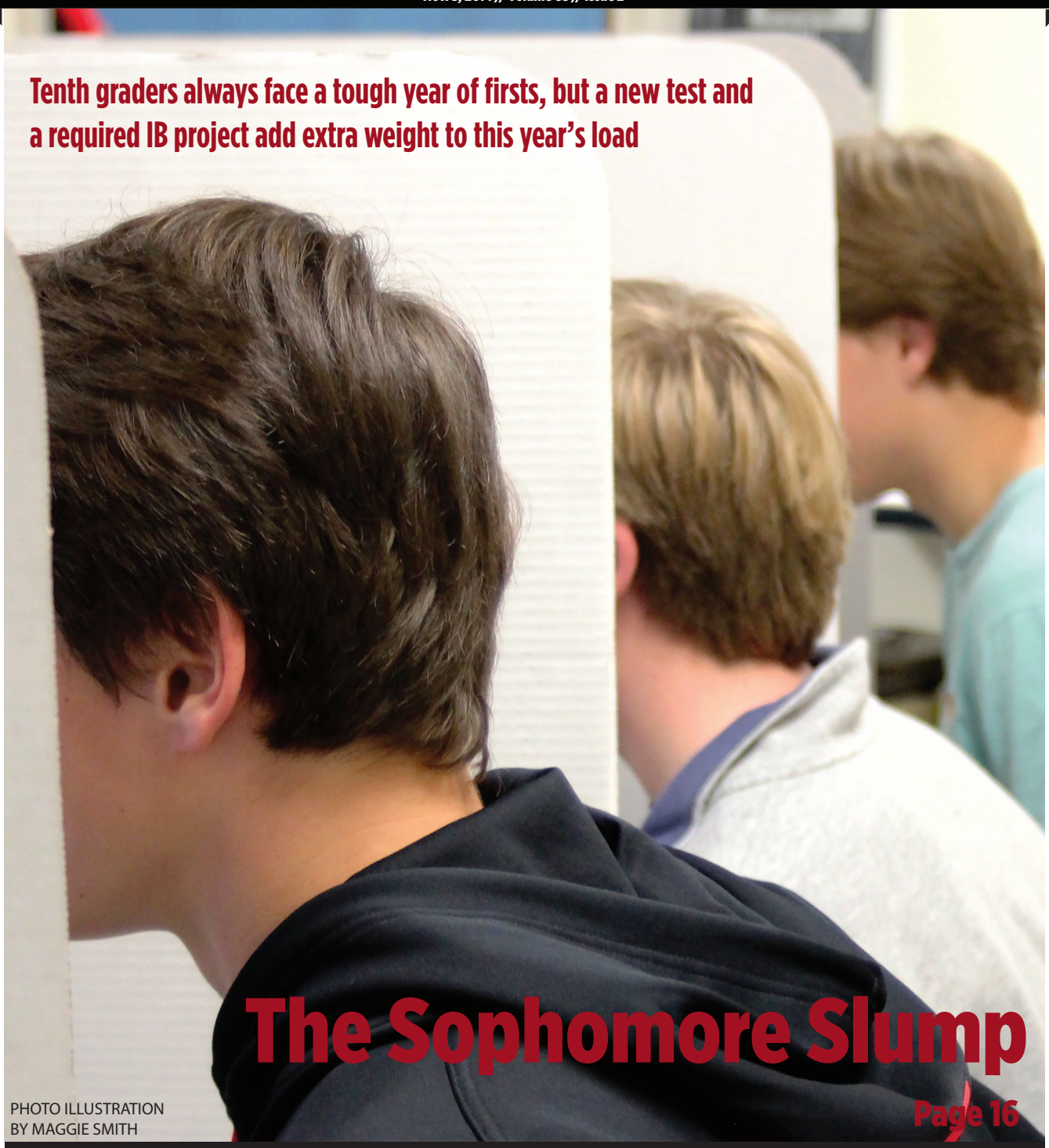

Tenth graders always face a tough year of firsts, but a new test and a required IB project add extra weight to this year's load

The Sophomore Slump

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We All Must Address Rape And Its Effects

Judge ruled Shaker student guilty of 2013 assault, but story doesn't end until we consider our own views, society's apathy

WILL MCKNIGHT//THE SHAKERITE

After trial at the Cuyahoga County Juvenile Justice Center in Cleveland, Cuyahoga County Juvenile Judge Alison Floyd ruled more than a year later that an accused Shaker Heights High School student is guilty of rape and kidnapping. The Shaker student was accused of raping a female student Sept. 10, 2013.

When the verdict was finally announced, I winced.

On Sept. 10, 2013, a female Shaker student accused a male student of rape and kidnapping. More than a year later, a judge ruled him guilty on both counts on Oct. 12. At 15, his life changed dramatically. His actions one day in a high school locker room damaged his life and the scarred the victim's.

Marcia Brown
Editor in Chief

However he might have contributed--in his relationships, to his family and friends, through his academic and extracurricular involvement--he could have been a valuable Shaker student. Now all that is lost. It's upsetting that his and his classmate's lives will never be the same, forever linked by a travesty.

According to the Rape Crisis Center, though only 0.6 percent of arrested rapists are 17 or younger, Shaker isn't alone in this notoriety. After a March 12 assault, a 17-year-old Brush High School student now faces charges of rape, kidnapping and gross sexual assault imposition, according to cleveland.com. Statutory rape even seems common, with 42.2 percent of female rape victims first raped before age 18, according to the Centers for Disease Control.

Now, so close to home, we see the effects of such sad cases. Our community is no longer separated from campus rape and assault reports in national newspapers or studies. We now have our own story.

Part of that story is that we force women to protect themselves instead of teaching men to make better decisions. Because of this, his act is more acceptable than we'd like to admit. According to a 1991 University of Illinois study, 56 percent of girls and 76 percent of boys high school-aged think forced sex is OK in some circumstances.

As a woman, it confounds me that society -- and students -- blame the victim. If she didn't say yes, she did not consent. There's no in-between. Even a previous relationship doesn't justify rape. Forced sex is never OK.

Because she reported him, the victim was and will be punished by her peers. Though the law punishes the perpetrator, people blame her for harming a young man's future. Victim blaming is a shameful practice; rape harms her psychologically and physically -- and socially.

Because we do not enable victims to seek comfort from others, she may never find her story accepted. Even pundits speak of rape with a nonplussed attitude. In "Colleges Become the Victims of Progressivism," Washington Post columnist George Will even accuses victims of crying foul for attention, writing that when colleges or society make "victimhood a coveted status that confers privileges, victims proliferate." He calls academia "hypersensitive" and "delusional about victimization" to the "supposed epidemic" of rape and sexual assault on campuses. Through his column, he opines that rape is a non-issue.

Our community is no longer separated from campus rape and assault reports in national newspapers. We now have our own story.

Editor's Note

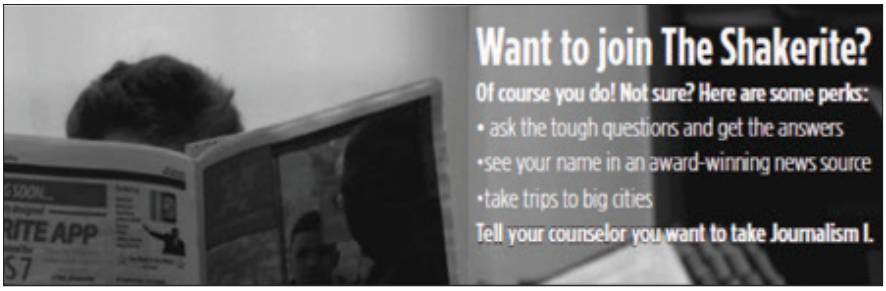
No one who could ever be sexually assaulted could write such words.

Rather, all women are taught to walk in pairs, to be mindful of their clothes and presentation, and effectively attempt to ward off assault at all times. Unfortunately, we're not always successful. This young woman was another victim of this oppression.

Rape is losing its gravitas as society refuses to hold the conversations it must. Even in our everyday vocabulary, the word rape crops up. Students refer to crushing a team in a sporting event as "raping" them. When the word loses its stigma, it -- and the act -- become less reprehensible, or even acceptable.

If we refuse to discuss how men and women address rape, how we treat one another and how we carry ourselves in the hallway or at the fraternity party, the "supposed epidemic," as Will calls it, will continue.

But we can reverse this trend. We can compel the vital conversations. We can learn what consent actually is. We can learn what's acceptable and what's not. The issues are close to home, but so are the solutions.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Of course you do! Not sure? Here are some perks:
• ask the tough questions and get the answers
• see your name in an award-winning news source
• take trips to big cities
Tell your counselor you want to take Journalism I.

SHTA
Shaker Heights Teachers' Association
Professionals Dedicated to Excellence

John Amaechi Encourages Treating Strangers Well

First openly gay NBA player, now an author and psychologist, speaks about privilege, sexism

ALEXA JANKOWSKY, EMILY BOARDMAN AND ZACHARY NOSANCHUK
STAFF REPORTERS

The world would be better if people paid more attention to those around them.

"The truth is, it's just paying attention to people and being there, not just with your body," John Amaechi, a retired NBA basketball player turned psychologist told students in the small auditorium second period Oct. 22.

In an informal, interactive talk, he spoke about his life, growing up in England, being the first NBA player, active or inactive, to come out as openly gay and later becoming a psychologist.

During the speech, Amaechi, who is 6 feet 9 inches tall, described his childhood: "When I was young, I ate pie and read books. I got huge but I got smart." He said he retreated to food and books because people would laugh at him -- or even scream and run away -- as he walked down the street.

"I just stuck out like a sore thumb," Amaechi said. Everywhere he went people would point and whisper. "It's hard not to take that to heart," he said.

His mother was a doctor, and when he was 7, he often went on visits with her to patients' homes. The families were generally distraught and found it hard to think positively.

"The family would talk to her, and my mum would just say, 'No, you can do this,' " he said. Amaechi was amazed by the way that his mom could communicate and change people's minds.

After seeing "Star Wars" in 1977, he had a realization about his mother and her talents for influencing others.

"My mother is a Jedi," Amaechi said he concluded as a child. He raced to the library to find a book on becoming a Jedi, but the librarian told him that what his mom was doing was actually psychology. He later realized that was what he wanted to do as well.

"Psychology is all about being there," he said.

Openly Gay Pro Athletes

Michael Sam

Sam, the first openly gay NCAA and NFL football player, came out in February. After being selected in the seventh round of the 2014 NFL Draft, he spent the first seven weeks of 2014 season with the Dallas Cowboys before being waived.

Jason Collins

Collins has played in the NBA since 2001. After the 2012-13 season, he announced he was gay. When the Brooklyn Nets signed him during the 2013-14 season, he became the first publicly gay active athlete in a major American sport.

MAGGIE SMITH//THE SHAKERITE

John Amaechi speaks speaks to students in the small auditorium second period Oct. 22. Amaechi, who played for the Cavs and who became the first openly gay NBA player upon coming out after retirement in 2007, is now a psychologist and author who speaks on social justice. Social Studies teacher Amanda Ahrens arranged Amaechi's visit. Amaechi explained his arrival in America as a high school student. He said that when he was 17, a man had told him that he would be good at basketball and, excited by the positive comment about his size, he traveled 300 miles by bus to London. There, he visited the U. S. embassy and bought a book listing all U. S. high schools. He wrote a letter introducing himself as large and British and asking if the schools would want him for their basketball teams. He sent 3,000 of those letters. "That was pre email," he said. He received only three responses, two of which suggested he was naive and would never succeed. The third came from from Toledo's St. John Jesuit High School, which offered him a chance. He later played at Vanderbilt University and Penn State before joining the NBA.

Amaechi ended the talk with a personal story. Once while a member of the Orlando Magic, he was training in the team's public facility. He met two teenagers there named Chris and Eric. When he asked them why they were not in school, they said they had some kind of pass. He saw them there the next day and eventually learned that they came from difficult circumstances.

He invited them to Magic games, and eventually to England, where they attended his basketball camp. While there, Chris broke his ankle. In the ambulance, Chris asked Amaechi, "Will you take care of us?"

Amaechi said being a parent was not in his plan, but that after about 24 hours, he returned to the hospital and told Chris he would.

Amaechi later adopted the boys and is now a proud grandfather of four.

Many years after the incident, Chris told Amaechi that the two boys had wanted to be adopted by Amaechi not because he was "an instant NBA dad" but because he had remembered their names the second time they had met.

"Because of remembering somebody's name, I now have kids and grandkids," he said, using the point to emphasize his message that small interactions with people in your life can lead to great things.

After his speech, Amaechi answered questions from the audience about privilege and sexism. "Boys, at one point you will go up against very smart women, and you will get the job because she has ovaries," Amaechi said when asked about sexism. He explained that women hold only 20 percent of middle management jobs and 4 percent of upper management posts.

"Privilege is not having to consider what people think of you," he said. "Being big, black, and gay in this country, I am a super predator."

In elevators or at ATM machines, Amaechi said he can feel people tense up when they see him because of his race and size. He said that when he rides in an elevator, he knows where every male passenger keeps his wallet, because men cover their left breast pockets, which often contain their wallets, as soon as he boards.

He explained the pointlessness of this gesture, as well as its offensiveness. "I'm six-foot-nine and 360 pounds, and we're trapped in a steel box," said Amaechi. "If I want your wallet, I'll have your wallet."

Amaechi, however, keeps an open mind about others.

"If everyone thought, 'I don't know anything about you, but I'd really like to know,' the world would be a better place," he said.

Strategic Plan Lays a 5-Year Roadmap

Communication, cultural proficiency among plan's aims for district improvement

SARA MESIANO CAMPUS AND CITY EDITOR

"I am Shaker."

Those three words have become a mantra for Superintendent Gregory C. Hutchings, Jr. since last year's State of the Schools speech. In that speech, Hutchings highlighted such issues as the achievement gap and a cultural disconnect between students and teachers, and presented his ideas about fixing them.

Those problems and proposed solutions culminated in the district's 2014-2019 Five-Year Strategic Plan, a collaborative effort adopted at the beginning of this school year to address the district's goals for the next five years and the blueprints for achieving them.

"Strategic Planning, boiled down, is the process of making informed decisions about an organization's future direction, priorities, and assembling the organizational and financial means to deliver as a high-performing organization," said Amy Morgenstern, president of Main Stream Enterprises, Inc. which specializes in advising clients in the strategic planning process.

"I underscore 'high-performing' because it's not just, 'Oh, let's go do what we do,' it's, 'Let's do what we do in the best manner possible,'" Morgenstern said. Her company, based in Cleveland and San Francisco, has previously worked with Case Western Reserve University, Cleveland Metropolitan School District and John Carroll University. Morgenstern advised the development of the Core Values, which appear on the inside cover of the Strategic Plan.

"I think [Strategic Planning] is very beneficial," said Amy Hanauer, founding executive director of Policy Matters Ohio and Shaker parent who participated the in the Strategic Planning process. "Especially at a time that Shaker was in, when you have new leadership, to sort of back up and think about your larger goals."

The Shaker five-year Strategic Plan, presented in a 41-page booklet distributed throughout the community, is organized into six goals developed by the Board of Education -- The Shaker Experience, Continuous Improvement, Policy, Human Resources and Facilities, Communication and Finance. Each goal aims to meet 10 milestones and is divided into individual Strategic Initiatives.

The Plan divides the Strategic Initiative's into timelines. For example, Goal 1, the Shaker Experience, is divided into nine Strategic Initiatives. Strategic Initiative 1.1, which concerns the International Baccalaureate program, then splits into three separate goal-based timelines. The Plan dictates that "incorporating the IB philosophical framework into every aspect of the District's culture" will be focused on from the 2015-16 school year onwards.

WILL MCKNIGHT//THE SHAKERITE

The Sept. 30 Family Engagement Series expanded communication between the administration and the community, one of the Strategic Plan's goals. The presentation included an open question and answer session and presentations about new testing requirements and the core curriculum.

"You can't just shut the door and say, 'Oh, we're in Strategic Planning, we'll come back and provide services when we're done.'"

AMY MORGENSTERN

"Strategic Planning is about being very specific with regard to what an organization will do and become in the future and what it will not do in the years ahead," Morgenstern said.

Shaker first began Strategic Planning in the 2011-2012 school year, under the guidance of previous Superintendent Mark Freeman. The 2011-2013 Strategic Plan was originally intended to extend only from 2011-2012, but was lengthened to 2013 after Freeman announced his retirement.

"We believed that the best thing to do would be to extend the activities of that Strategic Plan into a third year, which would be the superintendent's first year, and then let him really understand the district," District Chief of Staff Christine Auginas said. "We knew that we had to renew our strategic plan years ahead of time."

School board member Amy Fulford says there are no drawbacks to strategic planning. Fulford served as one of the four Strategic Plan Team Facilitators,

"Good strategic plans also provide metrics and indicators to let the team know what success looks like so they can measure their progress and performance," Fulford wrote in an email interview.

"I'm excited about it," said Principal Michael Griffith. "I'm excited that the voices in the process were honest, direct, and people spoke their mind and said the things that needed to be said."

"We all just have to hold each other accountable and deliver it," Griffith said.

The Makers

At the crux of the Strategic Plan sits the Strategic Planning team, a 44-member team of administrators, teachers, parents and students who met five times between Feb. 1 and April 30.

"The committee was a great group of

people who were very opinionated and had good points to add to just make the community better," said senior Olivia Hamilton, one of the two Shaker students included in the planning process. The other student was senior Ben Silberman.

"I think it was very well-planned," Hanauer said, citing the timeline the district presented team members at the beginning of the process. "They were conscious of the fact that many of the people they were inviting to do this had jobs outside the home and didn't have flexibility between 9 and 5."

"It was extremely well-executed by the administrative staff," said Hanauer. "And I've been through a couple strategic plans and that's not always the case."

Morgenstern said that time presents the biggest challenge in Strategic Planning. "You can't just shut the door and say, 'Oh, we're in Strategic Planning, we'll come back and provide services when we're done,'" said Morgenstern. It's important to have frequent and significant meetings, but that's time consuming, she said.

"The process was meant to be an inclusive process from many of the stakeholders, from many different representations throughout the district. So we had community members, we had parents, we had administrators, we had teachers, we had students," said Auginas, one of the four Strategic Plan Team Facilitators along with Fulford, Hutchings and school board member Annette Sutherland.

The Strategic Planning timeline, formulated before beginning the process, outlined each meeting's goals and activities over the five-month planning period. It served, essentially, as a strategic plan to the Strategic Plan.

Yet the operation began far earlier than even this. "We reviewed data that we had from the success of the activities and projects from the first strategic plan," said Auginas. "We had already done a lot of the homework before we started in February."

"It was not just information from this year," Hutchings said, citing data gathered from the state report card, Advanced Placement scores, SAT scores, participation data in extracurriculars and through community input.

When former Superintendent Mark Freeman retired, the district conducted a series of focus groups to inform the process of choosing a new superintendent. "We found out an awful lot about what people were looking for in a new leader, and what was it they wanted Shaker to be in the future," said Auginas.

"Part of the process is anticipating challenges and opportunities and drawing upon the best thinking," Morgenstern said.

Auginas said the school board established the six goals prior to beginning in February. "They believed that these were the important aspects of what they wanted in order to have a school district that was visionary, where the education of every student was important and that reflected very effective and efficient operations," said Auginas.

"So they gave us the six goals and then the team worked through the goals and what they might look like in the classrooms here in Shaker, and with the organization of our district in the next five years," Auginas said.

Hutchings said the Syracuse City School District's 2012-2017 Strategic Plan provided inspiration in the Shaker Plan's development. He encountered the plan by speaking with a Harvard University acquaintance who recommended the Syracuse model as an example.

"Not that we wanted to replicate it verbatim, but we wanted to use it more so as an example for what our strategic plan could look like," Hutchings said.

Both plans feature a letter from the superintendents, an inside-cover plan overview, a timeline for each of the strategic initiatives within each goal and community members' quotes interspersed throughout the document. The table of contents is almost identical, with both including "the challenge," "the opportunity," "developing the plan," "executing the plan," "pathway to success" and "goals." The "pathway to success" section's "milestones" are almost exactly the same.

"If anybody in this country is going to be able to do these things, this is the place that it's going to happen."

GREGORY C. HUTCHINGS, JR.

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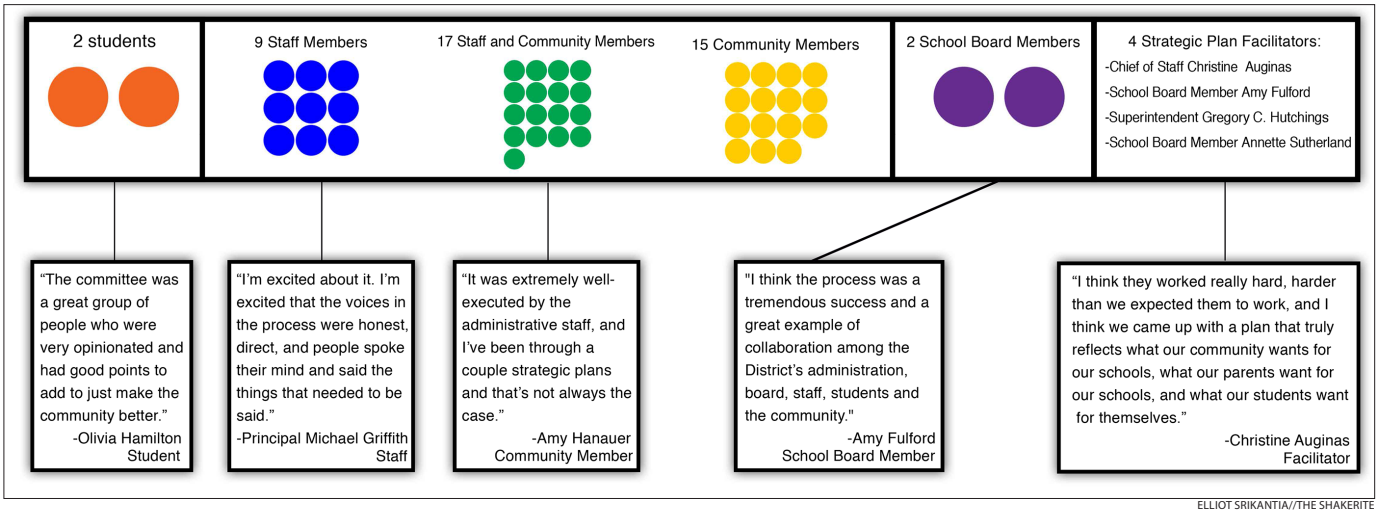
Superintendent Gregory C. Hutchings, Jr. discusses the strategic plan at a Family Engagement meeting Sept. 30.

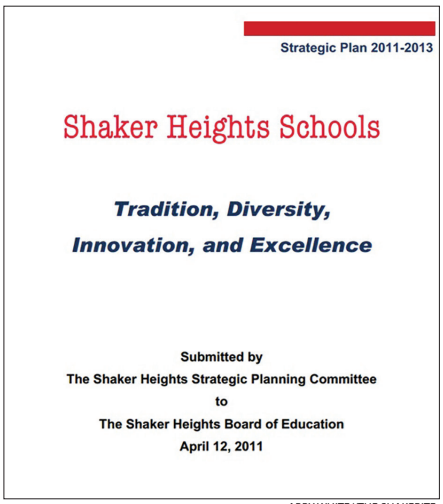
With the basis of the Strategic Planning set, the next step was to establish the members of the Strategic Planning team. "We knew the slots we wanted to fill," said Auginas. "In other words, we knew we wanted parents, we knew we wanted community members, we knew we wanted students."

"During my first 90 days on the job, so back in August of last year, I met with hundreds of people," said Hutchings. "During that time I kept a list of people who were

The Strategic Planning Team: An Overview


2 students
9 Staff Members
17 Staff and Community Members
15 Community Members
2 School Board Members
4 Strategic Plan Facilitators:
-Chief of Staff Christine Auginas
-School Board Member Amy Fulford
-Superintendent Gregory C. Hutchings
-School Board Member Annette Sutherland
"The committee was a great group of people who were very opinionated and had good points to add to just make the community better."
-Olivia Hamilton
Student
"I'm excited about it. I'm excited that the voices in the process were honest, direct, and people spoke their mind and said the things that needed to be said."
-Principal Michael Griffith
Staff
"It was extremely well-executed by the administrative staff, and I've been through a couple strategic plans and that's not always the case."
-Amy Hanauer
Community Member
"I think the process was a tremendous success and a great example of collaboration among the District's administration, board, staff, students and the community."
-Amy Fulford
School Board Member
"I think they worked really hard, harder than we expected them to work, and I think we came up with a plan that truly reflects what our community wants for our schools, what our parents want for our schools, and what our students want for themselves."
-Christine Auginas
Facilitator

ELLIOT SRIKANTIA//THE SHAKERITE



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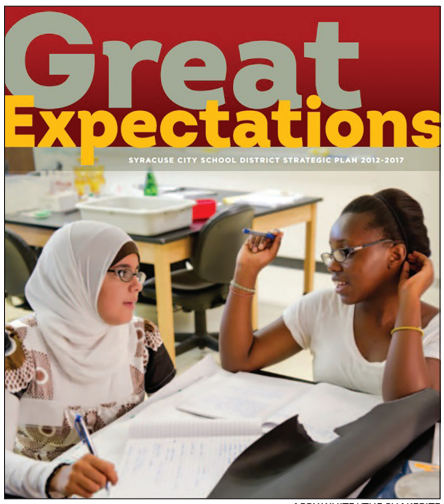

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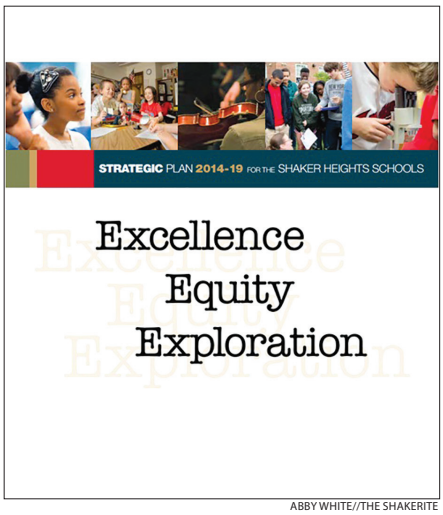

ABBY WHITE//THE SHAKERITE

Shaker based its 2014-2019 Strategic Plan on the plan from Syracuse City Schools, as well as information gathered from the 2011-2013 Strategic Plan. Similarities between Shaker's and Syracuse's plans include letter from their superintendents, an inside-cover plan overview, a timeline for each of the strategic initiatives within each goal and community members' quotes interspersed throughout the document.

really engaged and had some input in regards to how the district could be better and people who shared commendations as well as recommendations."

Hutchings said he searched for teachers active on different teacher committees, as well as asking the Shaker Heights Teacher Association and the Parent Teacher Organization to give names. "It was a really collaborative effort and we had a diverse group of individuals who were a part of the actual committee," Hutchings said.

Morgenstern emphasized the importance of including varied views while planning strategically. "You want that variety of perspectives around a table to best capitalize on the opportunities and build upon core competencies," She said.

"Part of the process is anticipating challenges and opportunities and drawing upon the best thinking," Morgenstern said.

"We didn't want people who always said the Shaker schools do everything right, nor did we want people who said the Shaker schools do everything wrong," Auginas said.

The final Strategic Planning Team included two students, two school board members, two students, nine staff members, 15 community members and 17 people who each constituted both a community member and a staff member.

"I think it's very easy for a school system like ours to get very overly focused on the most-resourced and the loudest parents," said Hanauer. "It can be very easy to forget that there is another set of parents and children whose education is every bit as important."

"I think everyone on the committee was also really impressed with the high level of dialogue, the willingness to talk about some challenging issues and the willingness to talk about them openly," Hanauer said.

Gregory C. Hutchings, Jr.

"I thought it was going to be weird, being the only students there," said Hamilton "but everyone was really nice and welcoming and we all worked together."

The Possibilities

The last of the six Core Values listed on the Strategic Plan's inside cover states "we are all accountable." Students see this increased accountability within Student Learning Objective tests and Common Core requirements. With the Strategic Plan, this expectation is sure to remain for at least the next five years.

"I think that we're already great as a school district, but it's really nice to say that we're getting even greater," said Hutchings "and we can only do that by having some accountability system in place." In May 2014, this emphasis on accountability was already being felt. The district received the Auditor of State Award with Distinction for its stewardship of public funds, presented to "local governments and school districts... who meet the criteria of a 'clean' audit report" according to Shaker.org.

With accountability, the district must have better communication, as both Griffith and Hutchings highlighted as necessary for achieving results. In each of the 29 strategic initiatives, the plan states its target year for the initiative's implementation. Some strategic initiatives entail an ongoing focus throughout all five years, while others receive only a single focus year.

With family communication being a focus in the district's quest towards further accountability, The new Family Engagement Center began the first of a series of programs Sept. 30, aimed for parents and guardians.

Taking place in the High School Large Auditorium, speakers Hutchings, Director of Curriculum Lynne Kulich, Director of Research and Accountability Dale Whittington and Director of Student Affairs Ouimet Smith discussed changing state testing requirements, the state report card, as well as overviewing the Strategic Plan. The district sent a recorded phone call advertising the event to all households, and posted the recording of the event online.

Some of the plan's efforts to engage the community lie in Strategic Initiative 1.3. This year the district will evaluate "academic support systems for students" such as tutoring centers and study groups. Following this study, they will "implement a District-approved and robust system of supports" using help from the community and its organizations. They also plan to "expand pre-K opportunities."

"Clearly there are parts of it that have more peripheral connection with students," said Griffith. "They do touch students, but in a different way."

The "Policy" goal, while it will have an indirect effect on students, will not be as visible, he said."There's a whole section in the strategic plan about finance and budget."

Though budget changes are not apparent, they will show in other ways during the next five years. The district will ensure the Shaker Experience by "providing high quality and sustainable programs."

"That definitely will impact students, but there's many pieces of that you won't see," Griffith said.

Strategic Initiative 5.4 compels regular communication "with all stakeholders regarding school finances" through collaboration with the Treasurer's office and education of the public "about the mechanics of

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Family Engagement Speakers Hutchings, Director of Curriculum Lynne Kulich, Director of Research and Accountability Dale Whittington and Director of Student Affairs Ouimet Smith discussed changing state testing requirements, and the state report card, in addition to overviewing the Strategic Plan.

school finance in Ohio." Such expectations don't specify how they will achieve this communication, however.

"So the difficulty is that the Strategic Plan highlights the areas of focus, but it doesn't say in that area of focus 'here's exactly what's going to happen'," said Griffith. "That's the next step."

However, Griffith said students can expect to shift from the traditional classroom setting toward a more "open learning" under student ownership with fewer "desks in rows."

"You would start to see a shift away from it being more traditional . . . but kind of opening up in a way that I think is more engaging for students in 2014."

Michael Griffith

Such ideas in the Plan may seem intimidating, but Hutchings thinks it's all possible with a community effort.

"It's pretty ambitious. But it is definitely attainable and I believe that in Shaker we have really competent, knowledgeable, passionate employees and students and family members and community members so if anybody in this country is going to be able to do these things this is the place that it's going to happen," said Hutchings. "I really believe that. I know it."

Technology

"We want to bring more technology into the classroom," Griffith said, stressing the expanding use of tools other than document cameras and smart boards. The Strategic Plan follows these sentiments, with the word "technology" appearing 18 times throughout the document, and Strategic Initiative 2.3 devoted entirely to establishing "district-wide expectations to implement and monitor the use of technology to support instruction and organizational efficiency.

Both Hutchings and Griffith said that expanded technology use may lead to more options in obtaining a Shaker Heights High School Diploma. The 2014-2015 school year saw the Innovative Center for Personalized Learning and Family Engagement implemented in the lower level of the City-owned Stephanie Tubbs Jones Community Building.

The Personalized Learning Center had an estimated cost of $212,000 and will provide "high-quality alternative and accelerated learning opportunities for students who are not finding success in the traditional setting" and "a resource center where parents can interact, learn more about navigating the system, and gain access to online information about the schools and student performance," as written in a statement on Shaker.org

"Some of it might be blended where a student might take some online courses intentionally and some courses in the high school," said Griffith. "Or you might be fully doing online courses, but would still be a member of the high school."

However the greater technology emphasis can be seen at a much smaller level. "Even something as simple as we now have 240 or 250 calculators," said Griffith "because there shouldn't be a reason for a student not to have a TI-84 in the math classroom."

Hutchings said that students should expect to see more technology embedded into classrooms throughout the district. "I hope that from all of this that we are really preparing students to be a part of the 21st century economy," said Hutchings.

Cultural Proficiency

The Strategic Plan makes frequent reference to the idea of "cultural proficiency", broadly defining it as "an ability to interact effectively with people of different cultural and socioeconomic backgrounds."

Strategic Initiative 1.3 directs the district to "Employ a common set of proven teaching practices that are culturally inclusive." Strategic Initiative 4.3 aims to improve the level of cultural proficiency within the entire Shaker faculty and staff." The timeline for Strategic Initiative 1.6 plans a cultural proficiency professional learning program for faculty and staff over the next three years. This program will train principals, central office administrators, teachers and leaders over the 2014-2015 school year. Next, it moves on to faculty and staff in 2015-2016, and then students and parents in 2016-2017.

"We're going to begin working with a center here in Cleveland," said Griffith, one who will attend the sessions this year. "They're going to begin a series of trainings with all of the instructional and administrative council and other building leaders. The first meeting on that is in October and I think there will be four or five over the course of the year."

The program will be run by The Diversity Center of Northeast Ohio, a human relations organization based in Cleveland. Their website describes cultural competency training, saying it "focuses on discussions about the realities of racial and ethnic inequities and disparities" and "helps participants understand . . . how individual bias and belief may limit the ability to understand and communicate effectively with clients, staff, or coworkers"

Griffith described these trainings as an "enhancement", saying nothing was specifically wrong about Shaker's current "cultural proficiency" level. "We've always been a building and a school district that's been diverse," said Griffith. "But there have been changes over time in terms of the breadth of the diversity and the number of different types of folks who are a part of our school community and this is something that we need to revisit and refocus."

"Shaker is so diverse as a school district," said Hutchings. "We want people to have the skills to work with any student regardless of personal background, regardless of life experiences, and regardless of where they live or what school district they've come from, so that they can really embrace whatever cultural difference they bring to the Shaker School District."

Faculty Deal With Ebola's Baggage: Fear and Rumors

Countering social media speculation about Shaker connections adds to daily duties

ABBY WHITE PRINT MANAGING EDITOR

When news broke Oct. 15 that an Ebola patient had passed through Cleveland, Lauren Keener's job became considerably harder.

"I had to calm down multiple students. All they talked about was Ebola," said Keener, an intervention specialist at the high school. Intervention specialists work with special education students, tutoring them and helping teachers comply with their Individual Education Plans. "They were spreading rumors about how it was in the school and how there was a student on the plane."

Keener's experience was not unique. After Ebola's trip to Cleveland, faculty handled student fears as well as their normal duties.

"We have had a few conversations about it, trying not to jump to conclusions," SGORR coordinator Molly Nackley said. "I tried to recognize and keep perspective and realize the media sensationalizes things."

That sensationalization has occurred since Oct. 14, when Amber Vinson was diagnosed with Ebola one day after returning to Dallas from Cleveland. Worry intensified in Shaker when Superintendent Gregory C. Hutchings, Jr. announced in a letter Oct. 16 that a Shaker parent had flown with Vinson.

ANDREW BOYLE//THE SHAKERITE

Custodian Mark Robakowski cleans desks in Room 233 Oct. 21. After the district found out a Shaker parent had flown with Ebola patient Amber Vinson, they ordered a thorough cleaning of all city school buildings.

"I had to calm down multiple students. All they talked about was Ebola."

LAUREN KEENER

ANDREW BOYLE//THE SHAKERITE

Custodians use a variety of disinfectants to clean, including Clorox wipes and Pure Bright Ultra Bleach.

Vinson, a nurse, treated the first Ebola patient diagnosed in America, Thomas Eric Duncan, at Dallas' Texas Presbyterian Hospital. Her co-worker Nina Pham contracted the virus before Vinson, on Oct. 11.

Vinson heard about Pham's diagnosis while visiting family in Cleveland to plan her wedding. Before she flew back to Dallas from Cleveland Oct. 13, she noticed she had an elevated temperature of 99.5 degrees Fahrenheit. Although patients must have a minimum 100.4-degree temperature to be contagious, she called the Center for Disease Control and Prevention to check whether she could fly. A government spokesperson told NBC News Oct. 15 that Vinson "was not told that she could not fly," although CDC director Tom Frieden said Oct. 13 that "she should not have traveled on a commercial aircraft."

Vinson was flown to Atlanta's Emory University Hospital, which successfully treated two American health workers who contracted the disease in Africa. Her blood tested negative for Ebola Oct. 23, just nine days after her diagnosis Oct. 14.

Still, fear and rumors have spread since Vinson's diagnosis. Library technician Terri Harrison witnessed it firsthand. In the library, she said "kids were talking about [Ebola]" and acting nervous. "They said they knew somebody who was in the airport when the women went through the airport."

The students who spoke to Keener expressed similar anxiety. "They weren't stating facts, just rumors they heard and read on Instagram and Twitter," said Keener. "People were just overreacting."

Physician Scott Frank, who directs the Shaker Heights Health Department and is the Shaker Heights City Schools' medical director, wrote in a letter posted on the district's website Oct. 17 that misconceptions merit blame for much of residents' fear.

"Being near someone who is sick with Ebola doesn't mean you'll get infected," wrote Frank. "You have to be in contact with a patient's bodily fluids . . . You have to have a break in your skin or have the fluids touch your eyes, mouth or nose for transmission."

As such, because the Shaker parent who flew with Vinson had no direct contact with her, Shaker has little cause to worry.

"While the threat of Ebola is frightening, the real risk is very low," wrote Frank. "You and your children are really only at risk if you have traveled to West Africa, where Ebola is currently spreading."

Hutchings advised faculty to spread that message in a district-wide staff email Oct. 17 about handling Ebola fears.

"Stick to the facts, keep it age-appropriate, and keep it brief," he wrote. "Use your best judgment, keeping in mind the maturity level of your students."

Nackley tried to do just that, starting with herself. "I try not to get paranoid," she said. She advised students to "stay relaxed and not let it affect your day-to-day life and not be anxious about it."

Keener pinned Ebola's contagion to fear of the disease, rather than the disease itself. "People need to stop spreading rumors about Ebola," she said. "They just need to state the facts."

Ebola Reminds Shaker That We Can Be The Story, Too

Humor gave way to uneasiness when virus was connected to Cleveland, then to us

ANDREW BOYLE//THE SHAKERITE

When people turn on the news at night, they automatically expect the worst. News outlets tend to focus on the negative: school shootings, serial killers, political corruption, natural disasters, and recently, the Ebola outbreak.

'Rite Idea

With dire circumstances becoming the new norm, people tend to discuss these events as if they've happened in another world. That is, until it happens to them.

Up until last Wednesday, these devastations rarely, if ever, hit close to home. They were topics discussed in small talk at the dinner table, in what could be considered third person.

The idea of these issues in Cleveland, let alone Shaker, never seemed plausible. However, on Oct.15, we were all rudely awakened to the fact that our city was now in the eyes of not only our country, but the world.

It was discovered that Amber Vinson, a nurse who treated Ebola patient Thomas Eric Duncan in Dallas, traveled on the commercial Frontier Airlines to Cleveland on Oct. 8 to plan her wedding with her family. Vinson was diagnosed with Ebola by Texas Presbyterian Hospital Oct. 14, the day after she returned from her trip.

The moment this news hit Shaker Heights High School at the end of fifth period, a chorus of "Ebola" comments resonated throughout the halls for the rest of the day. Students began to speculate about the disease, making ridiculous claims that only stoked social media fires. Within minutes, the hashtag "#CLEbola" was trending on Twitter.

The initial reaction to the threat was fear masked by humor ("Kim Kardashian has been married more times than the amount of people in this country who have died of Ebola"). However, this did not last for long.

The next day we were shocked with even scarier news: Ebola had not only passed through Cleveland, but a Shaker parent was on the same flight that brought the second Dallas nurse diagnosed with the disease to the region. In a letter to the community posted at shaker.org Oct. 16, Superintendent Gregory C. Hutchings, Jr. stated that the parent and family were commencing a voluntary self-quarantine.

This time, the threat of Ebola really struck the community. Students' jokes on the matter were no longer appearing in bulk on social media. We all began to walk on eggshells with our speculations.

Now that Ebola had come to Shaker -- no matter how obscurely -- no one was quite sure how to cope. Growing up in a world where devastations are common, we were always taught how to sympathize with the affected population, but never how to be it.

Growing up in a world where devastations are common, we were always taught how to sympathize with the affected population, but never how to be it.

Speculation duplicated as rumors went awry. From how the disease spreads to how serious the Shaker residents' risks of exposure really are, people were unable to tell right from wrong. We are here to set the record straight.

When Vinson travelled to Ohio, she was not showing symptoms of Ebola, which meant it was not yet contagious. Even so, the Shaker resident on board the flight "was not in the immediate contact zone with the Dallas patient, and thus is not considered at high risk for contracting the disease," according to Hutchings. Lastly, Vinson tested negative for Ebola on Oct. 22, and her colleague, Nina Pham, who was also infected with the disease, is said to be in good condition.

Based on these facts, there is no reason for any more speculation among students and other community members. And although it's important to be mindful of our health, it's also important to remember that we are only human. Ebola is not the first frightening fact to visit Shaker, and most certainly won't be the last. All we can do as human beings is learn how to cope when that fear reaches our door.

Hutchings Must Decide Intruder Policy

Swift action required on emergency response practices after Hutchings delays decision on ALICE training

Superintendent Gregory C. Hutchings, Jr. has failed to deliver something he promised last school year: a decision on the district's emergency response policy.

In September, Hutchings ruled out ALICE training, which teaches students and staff members to evacuate a school building, barricade doors or overwhelm and distract a gunman, for implementation this school year. He said that the district is unlikely to adopt all of the ALICE Training Institute's practices, but is exploring ways to provide "additional options for teachers" for responding to intruders.

'Rite Idea

Hutchings said the district "really just started the planning process" for its revised security plan. However, in March he told The Shakerite that the district would have "a plan and situation in place before the school year next year [2014-2015]." The decision on whether to adopt ALICE is "not something we're going to prolong," he said in March.

Why the delay? "I was planning to have ALICE training prior to the end of school year; however, I was not able to attend training until July. Furthermore, whatever refinement made to our safety plan needs to be well thought through, which requires adequate time to get it right! We will provide more details in the near future," Hutchings responded in an email.

This is an unacceptable reason for putting off such an important decision, especially considering his unequivocal promise last year to not do exactly that.

Although Hutchings is reviewing many policies in his second year as superintendent through the district's new strategic plan, he should've made the emergency response one a top priority, as he said he would.

The stakes are too high to procrastinate on deciding what teachers and staff members should do if a man with a gun enters the school. According to the gun control advocacy group Everytown, there have been at least 87 school shootings in the United States since the Sandy Hook Elementary School shooting that killed 20 students and six adults in Newtown, Conn. in December 2012.

THE DAILY STATESMAN

Students at Richland Junior High School in Essex, Missouri barricade a classroom door during ALICE training in October 2013.

The stakes are too high to procrastinate on deciding what teachers and staff members should do if a man with a gun enters the school.

On the Web

Read more about Hutchings' decision not to adopt ALICE this school year on shakerite.com/category/campus-and-city.

On Oct. 24, as this editorial was being written, a student at Marysville-Pilchuck High School, near Seattle, opened fire in his school's cafeteria before killing himself. As of Oct. 28, three students have died and three remain hospitalized.

As Newtown resident Mark Barden, who lost his 7-year-old son Daniel in the Newtown shooting, said of school shootings, "It can happen anywhere, anytime, and it can happen to you."

It's not as if the district just began looking into changing its plan. In spring 2013, in the aftermath of the Newtown shooting, the district's critical events committee convened to talk about the possibility of adopting ALICE training.

Then, in January, Hutchings sent district Registrar Ouimet Smith and Security Director Mike Gale to ALICE training. They should have been able to provide Hutchings with as much information about the two-day training as he needed to make an informed decision. If Hutchings had relied on them instead of personally attending training six months later, he would have surely made a decision by now. The 37-year-old first-time superintendent needs a lesson in delegating responsibilities and avoiding micromanagement.

Designed as an alternative approach to traditional lockdown procedures such as Shaker's, which involve hiding silently in locked classrooms, ALICE teaches an active response to a shooter scenario through training both students and staff. ALICE is an acronym for alert, lockdown, inform, counter and evacuate.

According to Mother Jones magazine, the controversial training instructs students to run at an armed intruder in a "ground assault" while other students conduct an "air assault" by throwing classroom items at him, if necessary. Some schools simulate shootings with actors, guns that shoot blanks and fake blood.

ALICE fundamentally contradicts the district's traditional lockdown policy. The Critical Events Ready Reference manual states that "if shots have been fired in your room," teachers should "not try to be a hero" and instead "await police rescue."

Hutchings is wise to restrain from adopting all of ALICE's practices; it's unrealistic to expect students to charge at an intruder and prevent him from shooting. However, instructing students and teachers to sit tight in their classrooms when they could be exiting the school defies common sense. The district should develop a plan that allows for evacuation of as much of a building as possible.

The district will need to train teachers and students on whatever new practices it implements. Training dates need to be scheduled well ahead of time, so even if Hutchings decided what our policy is tonight, training likely wouldn't begin until next school year. Thus, Hutchings' dawdling means we're stuck with what we've got for another year.

Hutchings is right that our current approach is too inflexible and out of date. He has a responsibility to everyone who works, learns or has family at a Shaker school to change the policy as quickly as possible.

WILL MCKNIGHT//THE SHAKERITE

Let's Bring Our Friday Nights Back Home

Clear eyes, full hearts, lights up.

Athletes can attest, nothing compares to the feeling of running onto a lighted field to the the surround sound of screaming fans. But it's hard to bask in that glory when the fans are screaming for the other team.

'Rite Idea

Shaker athletes have only experienced the secondhand excitement of Friday night games under the lights. Our teams pile onto old school buses and sit through exhausting drives only to be met with the hype of another team's crowd. Although the atmosphere under the lights rubs off on the players, it is not the same if they are not on home turf. Shaker athletes' home games are much different.

Played in the afternoon or early evening, often before sparse crowds, Shaker home games tend to be pitiful. There's nothing like a parent-dominated crowd and the glint of the sun to really put a damper on students' school spirit.

However, prior to contrary belief, Shaker is not incapable of producing a revved up student section at home games. In fact, Shaker has proven very spirited at both hockey and basketball games in years past. But it is hard to get in the same rah-rah team mindset while squinting into the setting sun surrounded by fired-up parents. As students all know, if there is anything worse than parents' road rage, it is their sport rage.

Shaker is missing out on this staple of American culture. Travel to any other state on a Friday night, even any other school district in Ohio, and you will likely find a stadium full of supportive community members and rowdy student sections cheering on their football team. Not only would the lights unify the student body, but they would also attract the community to the games.

How powerful would the addition of lights actually be? Parents and students would be more likely to attend home field hockey, soccer, lacrosse and football games and even track meets if they were played under the lights at a more accommodating hour. For example, Friday night home football games would be much more reasonable than Saturday afternoon games. Students and parents would not have to spend hours of their Saturdays at the high school; we all know no one wants to let a minute of their precious Saturday go to waste, and it's not as if students are going to dig into homework on a Friday night. Not only would Friday night games be more accessible to working parents and community members, but they would also give students something to look forward to after a long school week. Night games would be a great way to kick off the weekends as a community.

There's nothing like a parent-dominated crowd and the glint of the sun to really put a damper on students' school spirit.

Because this investment would also affect the community, The Shakerite surveyed of 18 oval homeowners and found that 14 supported lights, or were indifferent, and only four opposed the idea. Based on this majority, Shaker should be able to experience the feeling of "Friday Night Lights." After all, there was an book, movie and TV series dedicated to them.

Nevertheless, money looms over this possibility. According to cleveland.com, Shaker spent a little under $2 million in 2012 to install the new turf field, track and scoreboard. According to the Sports Turf Management Association, installing stadium lights can cost anywhere from $200,000-$400,000. Is this investment really worth the taxpayers' money? Superintendent Gregory C. Hutchings doesn't seem to think so. Do you?

Enjoying Life? Yeah, Right. With Homework, Not Likely

ALEXANDRA HARRIS AND ELLA SHLONSKY OPINION EDITORS

Homework is back, and so are we. To continue our homework coverage from last year, we gathered a group of students and asked them to keep homework logs for the school year. Each day, these students recorded their homework assignments, how long they thought it will take them to complete, how they actually did their homework (if they completed it themselves or with help from someone else), and how long it actually took them. In addition, we asked them to record how many hours of sleep they got that night and what other activities or obligations they had. By doing this we hope to gain a wide look at how much homework students are assigned, how much and how they do it, and how that responsibility affects their sleep.

In order to take an honest look at these students' lives, we promised them anonymity.

We gave each student a pseudonym for our investigation. We did this to protect their privacy as we publish information about their homework habits. Cheating, or helping out a friend, as we sometimes like to call it, is common when working on homework. Whether it is texting an answer or taking pictures of a whole assignment, cheating is a part of students' homework habits, and we want to publish accurate information without exposing students to consequences. For each student, we have also included their course loads and a generalized list of extracurriculars.

Henry - Freshman

Classes: English 9 Honors, Spanish 2 CP, Global Studies 9 CP, Math 9 Honors, 9 Honors Science, Band

Activities: A spring season athlete who participates in two clubs at the high school. Active in his faith.

Average time slept: 9 hours

Average time spent on homework per night: 1 hour and 45 minutes

Average time spent on extracurriculars per night: 1 hour and 30 minutes

Myra - Junior

Classes: English 11 HL, Spanish IV HL, Econ HL, IB Math I, IB Chemistry SL, TOK I/Government, Band

Activities: A fall season athlete who participates in four clubs at the high school, including the Student Group on Race Relations. Plays in the marching band. Volunteers and works at a local restaurant. She is in the IB Diploma Programme.

Average time slept: 5 hours and 30 minutes

Average time spent on homework in a night: 2 hours and 30 minutes

Average time spent on extracurriculars a night: 3 hours

Laura - Sophomore

Classes: 10 Honors English, Spanish III Honors, AP US History, Math 10 Honors, AP Biology

Activities: An active member of three clubs at the high school.

Average time slept: 5 hours and 30 minutes

Average time spent on homework in a night: 2 hours and 30 minutes

Average time spent on extracurriculars a night: 1 hour and 30 minutes

Amanda - Junior

Classes: English 11 ADV, AP Latin IV, AP Econ, AP BC Calculus, AP Chemistry

Activities: A fall season athlete and a member of three clubs at the high school. Plays two instruments and plays in a musical group outside of school.

Average hours of sleep: 6 hours and 30 minutes

Average time spent on homework in a night: 3 hours and 15 minutes

Average time spent on extracurriculars a night: 2 hours and 30 minutes

Jack - Sophomore

Classes: 10 Honors English, German I CP, AP US History, Algebra 2 Honors, Foundations Biology

Activities: A fall season athlete. A member of the Student Group on Race Relations.

Average time slept: 7 hours and 30 minutes

Average time spent on homework in a night: 1 hour and 30 minutes

Average hours spent on extracurriculars a night: 2 hours and 30 minutes

Fiona - Senior

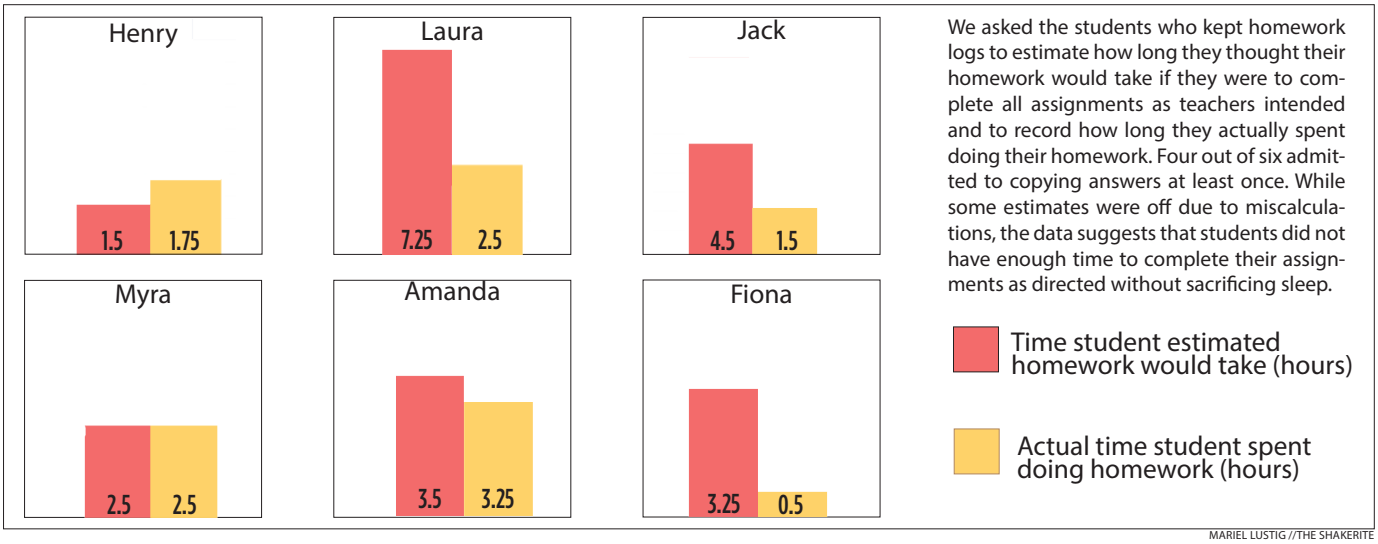
Classes: Social Issues Honors, CP Stats, Honors Enviro, Playwriting, Shakespeare, Mixed A Cappella Choir Honors

Activities: An active member in the Student Group on Race Relations. Partakes in many theater productions both inside and outside of the high school.

Average hours of sleep: 10 hours

Average time spent on homework in a night: 30 minutes

Average time spent on extracurriculars a night: 2 hours and 15 minutes


Henry
1.5
1.75
Laura
7.25
2.5
Jack
4.5
1.5
Myra
2.5
2.5
Amanda
3.5
3.25
Fiona
3.25
0.5
We asked the students who kept homework logs to estimate how long they thought their homework would take if they were to complete all assignments as teachers intended and to record how long they actually spent doing their homework. Four out of six admitted to copying answers at least once. While some estimates were off due to miscalculations, the data suggests that students did not have enough time to complete their assignments as directed without sacrificing sleep.
Time student estimated homework would take (hours)
Actual time student spent doing homework (hours)

MARIEL LUSTIG //THE SHAKERITE

High school students may as well be called superheroes. We somehow manage to balance homework, sports teams, after-school clubs, social lives, a job, and still find the time to have a mental breakdown every now and again. How do we do it?

"I don't, I guess," junior IB student Max Markey said. "The past two years I've been able to manage pretty easily, but this year it's definitely more difficult because of junior year and all the stress that goes along with that. Especially with IB."

Unfortunately for many students, schoolwork has now managed to cut into our personal lives. We no longer have the time to watch an episode of our favorite TV show the night it airs, or set an hour aside go get dinner with our friends. The truth is, we can't afford to lose that vital hour on a school night anymore. Because for anyone who knows the difference an extra hour of sleep can make, they'll choose to sit that Chipotle run out.

"There have been a few nights this year where I've be up until three in the morning trying to finish everything because of my various extracurriculars and things like that," Markey explained. "I'm working on cutting back on some of the things I do and just better managing my time."

But students shouldn't have to sacrifice doing what makes them happy and keeps them sane for schoolwork. In fact, many colleges make a point to inform potential students that they want to see their applicants find a passion and pursue it. However, this is extremely hard to do when students' lives are dictated by the workload their teachers dump on them.

"Most teachers try to be [mindful of students' workload], but I think everybody feels like their class is most important, so sometimes it's hard for teachers to understand how much time students are spending every night on their homework," said math teacher Christine McCandless, who tells students to stop working on her assignments after 45 minutes. "But I don't think most of us [teachers] spent that much time on homework in high school."

If they weren't spending all of their time on homework, chances are they were spending it doing things they enjoyed. Adolescent psychologist Bridgit O'Sullivan, who's been a school social worker for 30 years and now belongs to a local private practice, believes that having fun and pursuing passions are vital to high schoolers.

"It is essential for high schoolers to enjoy themselves. I think again it goes back to the balance. When one thing's out of balance, it knocks you out of your equilibrium, and somewhere you're going to suffer if you don't know how to stop and enjoy yourself," said O'Sullivan. "I think people sometimes tend to become an academic or a career machine, and they know how to do it really well. But what they don't know how to do is be a human being. They tend to be a human doing."

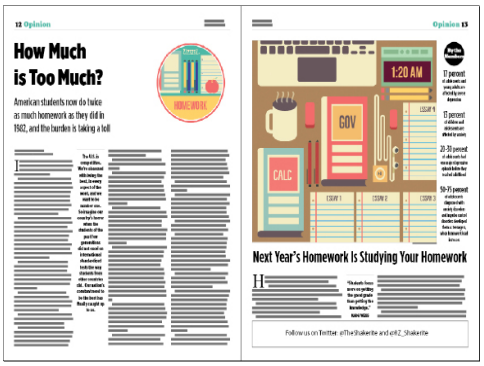
"I think people sometimes tend to become an academic or career machine, and they know how to do it really well. But what they don't know how to do is be a human being. They tend to be a human doing."

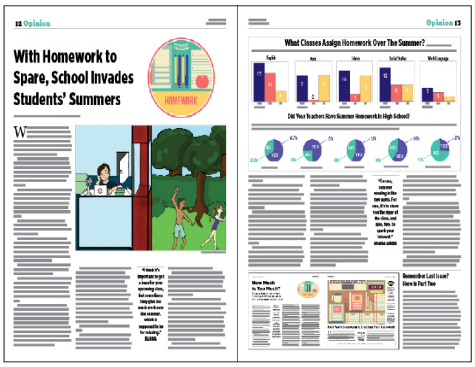
BRIDGIT O'SULLIVAN

But this primarily academic environment has been known to affect people outside of high school and in the real world.

"So I train people and talk to people about how do you be? How do you be and have fun and connect with another human being?" explained O'Sullivan. "I know recently I've heard of books and people talking a lot, even at the Ivy League schools, about how we're turning out academic students, but they don't know how to live life. They're out of balance. They become what society thinks they should become. And so, I'm more about enjoying yourself, getting in tune with some of your loves and some of your passions."

Until the day our school system adopts the same idea, though, we'll just have to suffer through endless hours of homework.





Yawns and Baggy Eyes, Prevelant Among Students, Gain Doctors' Attention

High school students' lack of sleep is gaining notoriety and causing controversy nationwide. Pediatricians are speaking out about this issue by showing that teenagers' sleep deprivation can lead to health problems down the road. Next issue, we will look into short- and long-term effects of sleep deprivation on our bodies. We will also analyze the pros and cons of late-start school days.

Movies and TV Mislead, Heighten High School Hopes

FRED HAYES//DISNEY CHANNEL

IMDB.COM

IMDB.COM

At East High School, Bayside High School and North Shore High School, the students of "High School Musical," "That's So Raven" and "Mean Girls" set unreasonable expectations for high school realities.

Televisions sit on a throne of lies. Movie theaters show two to three hours of pure deception. Even Netflix -- the neighbor with enough sugar to lend you a cup every day, until death do you part -- is a manipulative host of mistruths.

The worst is that these utter falsehoods, which spread rapidly through TV shows and movies, begin with one simple theme: high school.

The media's depiction of these four years has spiraled around in my head since I could hold a remote, until my awaited day arrived and I crossed the threshold into my freshman year . . .

Emily Montenegro
Staff Reporter

. . . and was thoroughly disappointed.

I say this not to hurt Shaker Heights High School, but to softly blast the experience promised by MTV, Disney and the like. My first week stumbling down the halls of SHHS was packed with utter confusion. Yes, puzzled was I, hunting down the rare restroom. I spent frustrating days trying to find my locker, which I later discovered on the other side of the building, far from the start of my search. Yet the most disappointing surprise came as I entered the buzzing atmosphere of the cafeteria.

Disclaimer: I was not gullible enough to entirely believe TV's exaggerated image of high school. Yet after half an hour of catching up with friends, I felt a childhood dream of mine slowly but surely die.

After half an hour catching up with friends, I felt a childhood dream of mine slowly but surely die . Not a single student had told me to stick to the status quo.

Not a single student had told me to stick to the status quo.

I hadn't spotted anyone carrying an unnecessary basketball to and from classes.

There wasn't even a sign-up sheet for the "Twinkle Town Musical."

OK, fine. More realistic high school portrayals have been made since "High School Musical" (not including "High School Musical 2," or the third one that hardly dealt with high school), and maybe my collegiate sister had mentioned once or 50 times not to believe that TV hullabaloo. Still, my first high school reality let-down was not the last. Here are 10 TV shows and movies that fed me false high school expectations.

10 Shows and Movies That Lie About High School (In No Particular Order)

1. "Hannah Montana." Surprisingly enough, I have yet to meet a teen pop sensation who has a split personality, revolving closet and country-singing dad.

2. "Teen Wolf." Not only do I fail to recognize the undercover superstar adolescents in the building, but also the werewolves, banshees and kitsunes.

3. "The Princess Diaries." Actually, I'm holding out hope that I'm a secret princess of an unknown country. C'mon, Grandma, I know you're hiding something from me.

4. "Ferris Bueller's Day Off." I'm not sure how Bueller ever skipped school so easily. We need a parent phone call, our ID, a doctor's note, a permission slip signed by the president of the United States.

5. "21 Jump Street." Jenko and Schmidt aren't technically high school students in the movie, but I still feared undercover cops and deadly drugs like those illegally distributed in Riverdale High School.

6. "Mean Girls." The film includes plenty of accuracies, but the Burn Book and Plastics were (fortunately) not among them.

7. "That's So Raven." Sadly, I haven't met a psychic teen yet, or someone with daily experiences like Raven's: swelling like a balloon from an allergy, turning blue after science class, or performing with the infamous Boyz N Motion.

Lite 'Rite

8. "Glee." I don't think anyone here would appreciate spontaneous outbursts of song and dance.

9. "Victorious." Our school doesn't really throw parties where we drink soda and mingle and sing original songs together. I suppose we could, but we don't.

10. "Gossip Girl." Hey there, Cleveland East Siders . . . Maybe Shaker Heights isn't an Upper East Manhattan drama-filled mess. I can't say I'm disappointed. XOXO.

I hope to see Disney, Warner Brothers, Fox and the like making more realistic portrayals of high school in the near future. Until then, maybe this will remind readers to remain cautious when consuming high-school media.

I mean, practically speaking, Chad can't carry his basketball around every high school out there.

I have a question for all of you who walk to class at the flying speed of a snail: Where is your sense of urgency? I mean, honestly, if you were walking any slower through the hallways, I would think you were playing freeze tag with yourself. Newsflash: Other people like to get to class on time. I know you don't want to be at this prison either, but the first step to getting out is getting to class, and neither of us can do that if you keep dragging your feet along the ground like a tranquilized turtle.

Senior Jeron Gaskins, Guest Ranter

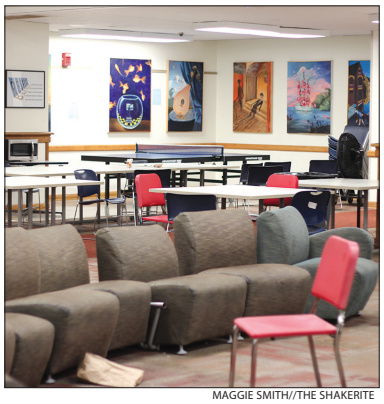
College Applications and Scholarships for 2014-2015
Important Dates
College/Scholarship Application Due Date
Date Application Needs to be Logged in with Guidance Office
MAGGIE SMITH//THE SHAKERITE

Colleges lie. "We don't require a writing supplement!" they boast. But, ah! Go to that college's question section on the Common App and answer their 400-500 word essay question. As if we don't have enough work to do already.

Senior Natalia Perkins, Staff Reporter

Dear underclassmen,
STAY OUT OF THE SENIOR LOUNGE!

Senior Daniel Hirsh, Guest Ranter


MAGGIE SMITH//THE SHAKERITE

Raider Rants

Process life's little annoyances in 10 seconds or fewer.

It's funny how they're teaching us how to be "creative" and "open-minded." . . . How they're telling us exactly how.

Senior Brian Gao, Guest Ranter

You know that Friday. The day your teacher assigns you a project, essay and worksheet, all due Monday. Are you kidding? Kids in high school have more in their lives than homework. Do you seriously think we'll wake up at 7 a.m. on a Saturday to hone our work to perfection? No, we won't. At least, I won't.

Freshman Zachary Nosanchuk, Staff Reporter

If we can take tons and tons of tests, why can't we go on field trips? The system doesn't add up!

Sophomore Sean McMillan, Staff Reporter

The Aspire testing situation resembled Winston's office in 1984. I could imagine a large poster near the wrestling mats reading "Ignorance is Strength." Maybe this new testing setup will make us Knowledgeable.

Senior Sameer Apte, Guest Ranter

I don't care if 10th period is over; don't use the wrong stairs. Every day after school, people stampede downstairs. What's the use of fighting against that current?

Freshman Alexa Jakowsky, Staff Reporter

Some people think it's so hilarious to stand at the top of the stairs and make everyone late to class. Just go to class! No one needs to get detentions because you want to impress your friends.

Freshman Emily Boardman, Staff Reporter

The football team is in the wrong division. Last year we kicked butt; this year, our butts hurt from the state's top-ranked teams kicking them. Why don't they pick on somebody their own size?

Freshman Emily Montenegro, Staff Reporter

Not only is IB taking over our school; now, it's taking over our yards. Congrats, guys, for being such open-minded, knowledgeable, caring, reflective, balanced, risk-taking, inquiring, principled, thinking, communicating students. Where's my AP yard sign?

Senior Adriana Ponce de Leon, Guest Ranter

I will never understand what possesses people to start making out in the halls. Why would you even want to do that there? Why not find someplace more private? Besides, I promise: you can wait. Or just find somewhere else to go. It's not that hard.

Freshman Grace Lougheed, Staff Reporter

With all the stresses of high school, college applications, grade inflation and homework, at least one thing was seemingly constant: the delicious Rice Krispie treat. That is, until now. This whole-grain supplement tastes of sawdust and disgraces the good Rice Krispie name. It should be excommunicated from the lunch room.

Senior Will Goodall, Guest Ranter

MAGGIE SMITH//THE SHAKERITE

Between PARCC tests, SLO assessments and Shaker finals, Raider students barely have time to breathe. All this testing has students studying, worrying and stressing over assessments. The State of Ohio needs to stop testing us and let us learn.

Why are there so many angry people on this page?

Senior Cassandra Wood, Guest Ranter

The Sophomore SLUMP

With year-long IB project and first Aspire test, 10th graders struggle to grasp point of new requirements

District Adds Incentive With Credit for Personal Project

LILLIA GRAY STAFF REPORTER
DIAMOND WILLINGHAM STAFF REPORTER

From this year on, sophomores must do an International Baccalaureate Middle Years Program Personal Project.

The project is unattached to any class or academic department, but it is required for Shaker to obtain IB MYP accreditation. It is intended to let students investigate a personal interest, share their learning with the community and reflect on their process. Students learn about the project's requirements during advisory meetings, and each sophomore is assigned a teacher for supervision.

Most teachers are assigned to supervise three sophomores each and were to have met with their assigned students twice during conference period so far this year. The second meetings occurred Oct. 27.

MYP Coordinator John Moore, a science teacher, runs the project. He said it aims to drive sophomores to do a project on something they love. "It's whatever the young person in interested in, whatever makes them get up in the morning, that thing that, after all the work is done, the thing they will do for the pure love of it," Moore told The Shakerite last November.

Some sophomores who piloted the project last year, however, found it inconvenient.

"I really just wanted to be in an advisory where we just sit there the whole time and they talk to us about goals and I didn't have to do anything," junior Anna Seballos said last November.

SCREENSHOT BY ABBY WHITE//THE SHAKERITE

During meetings with their MYP advisers about their personal projects, 10th graders fill out a goal sheet about their topic and plan.

This year, the Personal Project was expanded to include all sophomores and greeted them around the same time that they were confronted by the day-long, computer-administered Aspire test. In addition, the district recently attached a 0.25 academic credit to the project's completion.

Despite the updates to the project, sophomore Rose McCandless finds fault in it. In particular, she thinks the project's timing is not ideal for the class of 2017.

Rebecca Shankman

"I think that if you have actually gone through the entire MYP program, the project could be useful and maybe a good way to wrap up your education from the MYP program," said McCandless. "I just don't think it makes sense for people who have only done this year of this program."

Sophomore Rebecca Shankman disagreed. "I thought it was a good idea," she said of the project. She feels it has potential, but because the faculty is not pushing participation in it, most students won't take it seriously.

Moore disagreed as well. "Every student through grade 10 is an IB student," he said. "Anytime that you learning about yourself, challenging yourself to become greater, is not a waste of time."

A policy that lets sophomores submit the required National History Day projects they research and create in Advanced Placement U. S. History for their Personal Projects also poses issues for the assignment.

"I think there are some people who will do it and that some people will just use the NHD because they will get credit for it," McCandless said.

Shankman agreed, "Most APUSH kids are doing it and just using their NHD projects."

Students in Honors/CP U.S. History may choose to complete an NHD project and use it for the IB requirement.

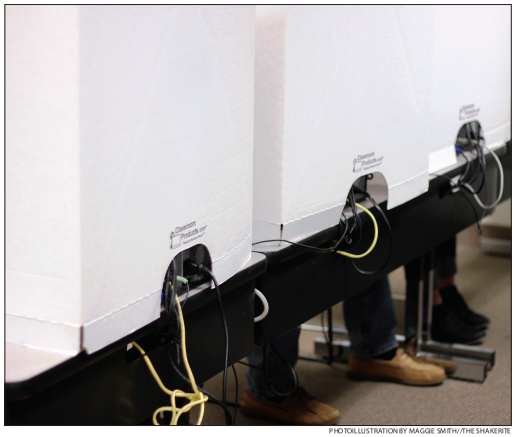
However, sophomores who use their NHD projects as their Personal Project must complete additonal requirements. "They still have to complete the meeting form and they still have to complete the goal sheet," APUSH teacher Tim Mitchell said, referring to two documents sophomores fill out with their supervisors.

Although the district says all sophomores must do the Personal Project, there are no traditional consequences for ignoring it. In an email to faculty, Moore said if students don't complete the project, "they'll miss out on an opportunity to work with an amazing teacher, develop their passion, identify a hook for college applications, and do something intrinsically motivating and independent."

Still, McCandless is "not expecting more than 50 percent of students to actually do it," she said. "I think it's just here to make the district look good."

Moore thinks the Personal Project will gain popularity. "The best we can do is keep encouraging people," he said. "I think over time people will change their opinions."

"It's a marathon," said Moore. "Every year, we are going to start to see more and more positive things."



PHOTOILLUSTRATION BY MAGGIE SMITH//THE SHAKERITE

Sophomores took the Aspire test in white, cardboard trifolds called "carrels" that separated the students' work stations, as depicted in this photoillustration.

New Test, With a Side of Stress

YASMINE KAYALI STAFF REPORTER
GRACE LOUGHEED STAFF REPORTER

Sophomore year is a year of firsts.

The first Advanced Placement classes and exams. The first time behind the wheel. And this year, the first time sitting in a cardboard cubicle for six hours clicking answers to a test their teachers didn't write.

Tenth graders took Shaker's inaugural Aspire test Sept. 30 - Oct. 2 in the multi-purpose room, Room 253 B and the library. Administered by computer and five to six hours long, the test occurred in unfamiliar environments.

The Aspire test is not state-mandated; the district chose to administer it in place of the PLAN test, which was discontinued last spring. The ACT Aspire company makes the Aspire test to prepare students for the ACT.

The Aspire test is aligned with Common Core standards: a set of college- and career-ready standards for kindergarten through twelfth grade used in 43 states. Aspire is available for third through tenth grade. The test's categories include English, math, reading and science and three response types: constructed (written), selected (multiple choice) and technology-enhanced (interactive).

Some sophomores didn't see the purpose of the test. "I had mixed feelings. It was bad because the environment made it very hard to concentrate," sophomore Margaret Cook said. "It's making the school year harder."

Some students saw the test's benefits. "You learn what the general [ACT] format and questions are like, and you learn what you have to work on," sophomore Isabel Wang said.

In the testing room, students were divided by cardboard carrels that resembled tri-fold boards. They were not permitted to leave the room for lunch, but were provided lunches.

Parents of sophomores gave their opinions on the test itself and the effects it had on their children. Angela Christopher, mother of sophomore Mikayla Christopher said, "The Aspire test is too much."

Guidance counselor Catherine Szendrey voiced similar concerns. "I worry about the stress on the sophomores," she said.

Nurse Paula Damm said students of all ages visit her for help with stress. She said that although she does not ask the cause of stress, she has noticed students' concerns vary by grade. While freshmen tend to come in because they are new, tenth-graders visit her office because of testing and commitments.

The tests' administration by computer also posed problems. "I hated taking it on the computer. I had a headache from staring at the screen for five hours," sophomore Nathan Hill said.

Although Shaker chose to administer the Aspire test, Ohio requires annual end-of-course exams in every core subject for all students. For English and math, Ohio will use tests created by PARCC, the Partnership for Assessment of Readiness for College and Careers, which is a coalition of 18 states and the District of Columbia that devises exams to align with the Common Core State Standards. For science and social studies, Ohio will use tests created by another company.

These tests will occur in a written part in March and a computer-based part in May.

Aspire let students become acquainted with computer-administered testing. District Director of Research and Accountability Dale Whittington said technical aspects included equipment, bandwidth, administration training, dealing with technical issues, setting up sessions and determining what students must know about the test. Sophomores learned how to use the online calculator, highlight text and review tests before submitting them.

Whittington said, "While things were not perfect, they went smoothly for a first time, and we know much more about what we need to do to make the PARCC work."

Isabel Wang

The ACT Aspire company typically charges $20 per student for the computer Aspire test (the paper test costs $5 per student). But, Whittington said, because Shaker conducted a 20-student field trial of the test last spring, the price was cut in half. The district paid $4,850 to administer the Aspire test. According to ACT Aspire, there were 1.8 million administrations of the test nationwide.

Sophomores are the first at the high school to experience the new breed of standardized testing, which already has or will soon affect the lives of all students. The 5-year-olds in Shaker kindergarten classrooms have already used computers to complete tests such as the Kindergarten Readiness Assessment and Measures of Academic Progress. These tests were used to evaluate the kindergarteners on their skills in math, language arts, motor skills and interaction with their peers.

Wang said, "We are treating students like a number or score on a paper instead of the individuals that we are, with all of our different qualities."

MAGGIE SMITH//THE SHAKERITE

Carrels used during the sophomores' Aspire test are kept in nine boxes in a basement vault.

Apparently, Sophomore Year Isn't Hard Enough

Year-long 'Personal Project' adds to sophomores' workload

NORA SPADONI
SPOTLIGHT EDITOR

While utterly pointless in terms of my academic career, Advisory period is a great time for playing on my phone, sleeping or cramming last-minute. This year, I expected much of the same. However, the administration had me (and everyone else) figured out. My advisor began the year by introducing the latest orders from above: The Personal Project.

The Personal Project is a new part of the International Baccalaureate Middle Years Programme, in which sophomores must complete a year-long project on a topic of their choice. But, let's backtrack: at the end of last year, I chose to take Advanced Placement classes my sophomore year. This year has hit me hard, with a lot more work, plus sports, than I've had before.

For a cherry on top, I also now have the Personal Project. I will have to present a finished product and reflection, along with journals that I've supposedly been completing over the year.

Nora Spadoni
Spotlight Editor

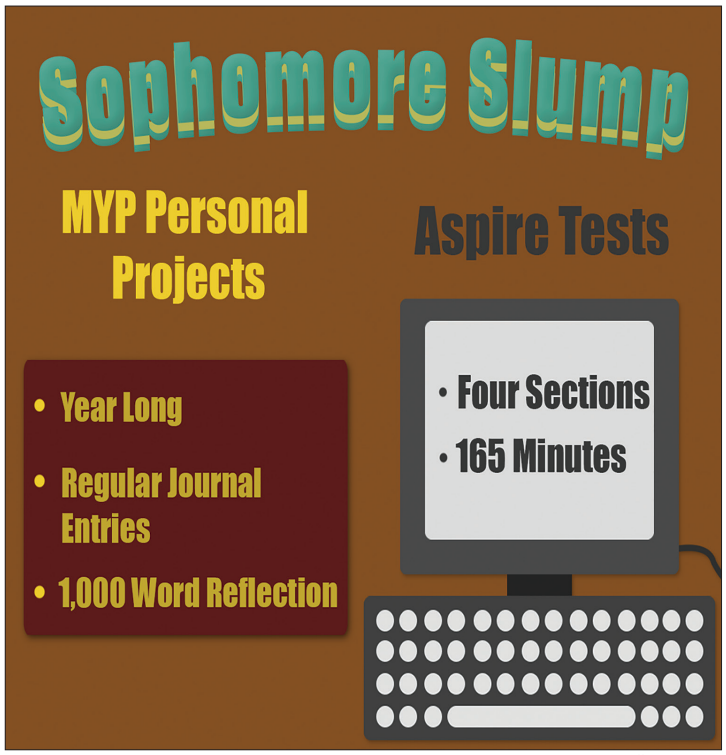
I can see where the district is coming from. The Middle Years Programme, ranging from 5th to 10th grade, has yet to be instituted in the Shaker schools, and the Personal Project is an attempt to move the district closer to that goal.

The idea of the project is pretty attractive -- students can do whatever they want, with a whole year to do it. However, I would liken the administration to the Articles of Confederation, the Constitution's failed predecessor: they can command the people to do things, but they can't actually enforce these commands.

What I mean is that the Personal Project carries no grade and has no influence on GPA -- so most students have no reason to do it. Although students are rewarded with 0.25 independent study credits if they actually turn in the project, this isn't really enough to motivate kids. If their project was a video of a blank wall, it would have no substantial academic repercussions -- but it would count so long as they reflected on that wall in their journals.

Also, as previously mentioned, sophomores carry an increased workload this year, plus other responsibilities such as sports, clubs, taking care of siblings or chores.

There's no way of telling how the Personal Project will work out this year, but it definitely has gotten off on the wrong foot. I think that the project could find its niche -- after the administration realizes that sophomores are not superhumans.



PETER O'NEILL//THE SHAKERITE

Day-long Aspire testing leads to bitter feelings, sore eyes

ANABEL MCGUAN
SPOTLIGHT EDITOR

At first, I was excited to hear that all sophomores would be required to take the ACT Aspire test. We were promised pizza and early dismissal, and the thought of missing a full day of classes without the stress of make-up work was a dream come true. But when I walked into Room 216 the morning of the test and saw the rows of cardboard cubicles and miniature laptops, all my excitement was quickly replaced with overwhelming dread.

Thirty minutes after the designated start time, my proctor finally started to read the usual standardized test spiel -- do your own work, answer all the questions, try not to fail. The test comprised five parts, from 40 to 70 minutes each in length. The next section could only be started after the allotted time had passed, regardless of whether all students finished with time to spare. Knowing the test would be long, I came with a book to help pass the time. Unfortunately, when I reached for my book after finishing the first section with 20 minutes remaining, my proctor informed me that busy work was strictly prohibited, and I would have to find another way to entertain myself.

Anabel McGuan
Spotlight Editor

I gave up counting ceiling tiles when I hit 237.

By the time we took our lunch break, my brain was fried. I was hungry, bored, and wanted to go home. I got my pizza, as promised, and my proctor ushered me into a small room to an already-full table. I stood in the corner, struggling to balance my pizza on my knee.

After lunch, it was nearly impossible to refocus on the test. By the time the final section started, I no longer cared about my work's quality. My eyes hurt from staring at a screen for so long, and I just wanted to be done. I blew through the writing portion, not caring that my whole essay was a poorly developed cliché. When the test finally ended, it was well after 3 p.m. The previously promised 2 p.m. dismissal had apparently been forgotten.

Most sophomores I know don't possess the attention span to listen to their teacher for a full 50-minute period, much less silently read and answer questions on a computer screen for hours at a time, especially when there is no incentive to do well. The test is supposedly meant to give students the skills they need for successful futures. How it does this, I don't know. All the Aspire test did for me is solidify my hatred of standardized tests.

ANDREW BOYLE//THE SHAKERITE

Led by junior Jack Bistritz as revolutionary Enjolras, the full cast of "Les Miserables: Student Edition," the Shaker Theater Department's fall production, rehearses a pivotal moment from the song "One Day More."

Vive La Révolution

Students bring 1830s France to Shaker stage

ANABEL MCGUAN SPOTLIGHT EDITOR
NORA SPADONI SPOTLIGHT EDITOR

Do you hear the people sing? You will Nov. 20, 21 or 22, when a talented cast of Shaker students revives a famous 29-year-old musical spectacle, "Les Miserables."

"What's scary about 'Les Mis' is everyone knows it, so you can't mess it up," said sophomore Gus Mahoney. He is playing Inspector Javert, the ruthless law enforcer and main antagonist of the musical.

Many factors came together in making "Les Miserables" the top choice for the fall musical this year. The show's director and the Theatre Department's Chairman, Scott Sumerak, explained the process of choosing "Les Miserables." "There are a lot of variables that go into [choosing a show]," he said. "It's not just the show we think would be cool to do."

"We have to think about who our students are," said Sumerak. "Last year and this year, we have a bubble of students who are really musically inclined, so we sort of broke our pattern this year by doing two musicals in a row because we have a student population that is suited for that."

In previous years, the Theatre Department has done a three-year cycle of musicals, plays and Shakespeare, rather than performing a musical every year. Last year, they performed "Once on This Island."

"Les Miserables" fit for more reasons than just student population, Sumerak said. "First of all, it has name recognition. It's back on Broadway right now, [and] in a weird bit of scheduling, Great Lakes Theater downtown is doing the show as well, and they close two weeks before we open. We got special permission from Great Lakes so that we could do the show."

"Everything sort of came together at once, and it's awesome."

SCOTT SUMERAK

"It was kind of a perfect storm," Sumerak said. "We have the right students for it, it's a great title, it's right out in the middle of the community right now because of Great Lakes and it being on Broadway, and we have some students who have recently touched on the show.

"Everything sort of came together at once, and it's awesome."

Sumerak has not worked on "Les Miserables" before, but is very excited for the opportunity. "Up until just recently, it's been exclusively for professional theater companies, and it was just in the last couple years that the high school version was released."

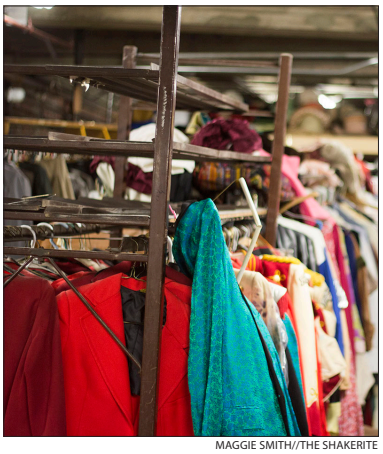
The high school version cuts down some music to an appropriate length for young performers.

"The original production is three hours and 15 minutes long," said Sumerak, "and that doesn't include the intermission. It's a full opera, and it's beyond epic."

The high school edition "is easier on the students and the audience of family and friends," he said.

Choir Department Chairman Robert Schneider echoed Sumerak. "Les Mis is truly an opera. It is non-stop music. The vocal roles are difficult and challenging."

"Actually, there are very little differences" between the original and high school version, said Schneider. "They only trimmed perhaps 20-30 minutes of music from the original three-hour production."



MAGGIE SMITH//THE SHAKERITE

The Shaker Theater
Department stores costumes in the "cages," an area in the basement near Stage Three.

Cast members predict Shaker's production of "Les Miserables" will be memorable.

"It will be a challenge to accomplish a show as difficult as 'Les Mis,' but Mr. Sumerak has great vision and many talented actors," said sophomore Kate Voyzey, a member of "Les Miserables'" ensemble.

Sumerak agreed that "Les Mis" has many challenges.

"First of all," he said, "the music [is challenging]. It being an opera, and everything being sung, we have to approach it in a way that is healthy for our singers . . . It's different from doing other musicals, because then you can take a day off from music and just do a day of book scenes, or take a break all together and do a dance day."

"The second thing," said Sumerak, "is there are a ton of location changes." He explained that the plot of 'Les Mis' jumps from one location to another in minutes.

"We have that giant thrust stage in front of the audience, but because of fire codes we can't build scenery on it," he said. "Making [things] work in the space that we have becomes a challenge."

However, Sumerak emphasized his optimism. He is especially at ease because of the talent and hard work of the cast.

"We have some wonderful . . . people, that really fit their character, who in the silly parts can definitely bring the comedy, and really think about what they're doing," he said.

Senior Klara Hricik, who portrays Madame Thenardier, said that her role "has been a complete blast! It has been a bit odd to be the comic relief in the middle of such a sad show."

"The students have been wonderful coming prepared to our rehearsals," said Schneider. "The students know the show well, which is a great help to pulling it all together.

Schneider described rehearsals as "Fantastic. I often start rehearsals feeling a little tired at the end of a long school day and I always leave rehearsals excited and full of energy for our show," he said.

Both Mahoney and Voyzey are new to Shaker theater productions.

"I wasn't expecting it to be this professional and amazing of a program. It's so interesting to see so [many] different people come together to make something so beautiful," Mahoney said.

Mahoney has performed locally with the Fairmount Performing Arts Center, Heights Youth Theater and the Hathaway Brown Theater Institute.

Les Acteurs et Les Actrices:

Jean Valjean
Josh Elmore

Josh, a junior, is very excited to be playing Jean Valjean this year in Shaker Heights High School's production of "Les Miserables." Last year he played Agwe in "Once On This Island". Josh was also a part of the theatre program at Shaker Heights Middle School as well as Onaway Elementary. Those roles include "Arsenic and Old Lace" (Dr. Einstein) and "All the World's a Stage" (Hamlet). Josh is a member of the Shaker Heights High School Wind Ensemble, the Cleveland Youth Orchestra and was the principal bassoonist in Interlochen's World Youth Symphony Orchestra this past summer.

Javert
Gus Mahoney

Gus is beyond excited to be making his Shaker Theatre debut as a sophomore. Some of Gus' notable credits include "A Chorus Line" (Zach), "25th Annual Putnam County Spelling Bee" (Leaf Coneybear), "Hairspray" (Edna Turnblad), "Peter Pan" (Captain Hook), "Yes, Virginia!" (Jolly Gentleman), ""Willy Wonka" (Grandpa Joe), "Jekyll and Hyde" (Spider/Lord Savage) and "The Apple Tree" (Adam/Flip). He is a memeber of A Capella Mixed Choir and Men's Ensemble. Gus would like to thank his mother for forcing him to listen to "Les Miserables" for hours on end throughout his childhood.

Fantine
Martha Jackson

Martha is extremely excited to be in her first musical at Shaker Heights High School. As a junior, she participates in A Capella Mixed Choir, Chanticleers and Women's Ensemble. She also plays the violin in the high school's Chamber Orchestra. Recently she appeared as Larry Apple in "A Chorus Line," and she was also a dance captain at the Hathaway Brown Theater Institute. She also dances in Second Company at the Shaker Dance Academy in Solon with Jonathan and Tracey Webb. She is thrilled to be playing Fantine, which has always been one of her dream roles.

Eponine
Katie Wilkinson

Katie is excited to be playing Eponine, a dream role of hers. She has trained at Carnegie Mellon's pre-college program and the Dobama Emerging Actors Program. In recent years, she has been in many shows in the Cleveland area at Ensemble Theatre, Cleveland Public Theatre and The Cleveland Playhouse, among others. Notable roles include "Chicago" (Roxie), "Antigone" (Ismene), "Sisters"(Mabdah) and "Waiting For Lefty" (Florrie). She is currently auditioning for different bachelor of fine arts acting programs. You can also see her this spring in "Slowgirl" at Dobama Theatre.

Thénardier
Charles Miller

Charles is thrilled to take on the role of Thénardier. He has appeared in community productions around Cleveland. Credits include "A Chorus Line" (Richie), "Sweeney Todd" (Tobias Ragg), "The King and I" (Phra Alack), "Jekyll and Hyde" (The Bishop) at Hathaway Brown Theater Institute, "Once On This Island" (Papa Ge) at Shaker Heights High School, "Yes, Virginia" (Mr. Church), at Mercury Summer Stock, "West Side Story" (Anxious) and "A Little Princess" (Pasko) at Heights Youth Theater. A junior, Charles is a member of the Chanticleers and Shaker Heights High School Wind Ensemble.

MAGGIE SMITH//THE SHAKERITE

Members of the "Les Miserables" ensemble practice a scene in the Large Auditorium at an after school rehearsal.

Mahoney also described the Shaker theater program as having "a supportive atmosphere. Other places I've done theater are more cutthroat. This is a healthy way to grow as a student and actor."

Voyzey agreed. "The first time we sang the song 'One Day More' through, it was so good and came together perfectly. It was amazing to see how committed the leads were, because they all sing different parts. It was amazing to see how good we sounded on such a complicated song without having rehearsed before."

"The musical training has been more intense than I expected, but it's been good to have the experience of a full choir," she said.

Sophomore Ensemble member Mimi Ricanati agreed. "I like being able to be around good actors. It's very pleasantly challenging," she said.

This challenging musical features a colorful background.

"The musical training has been more intense than I expected, but it's been good to have the experience of a full choir."

KATE VOYZEY

Written as a French historical novel by Victor Hugo in 1862, and earning the nickname "the Brick" for its immense length, "Les Miserables" -- the story of a minor French revolution -- was adapted into a musical by Claude-Michel Schonberg, Alain Boublil and Jean-Marc Natel in 1985 as well as multiple movies, the most recent starring Hugh Jackman and Anne Hathaway in 2012.

"Les Miserables" chronicles the journey of ex-convict Jean Valjean as he is released from prison, then breaks his parole to start his life over.

Valjean becomes mayor of a small town, all the while being chased by the fanatical Inspector Javert. After a confrontation with Javert, Valjean raises a young girl named Cosette, the child of factory worker Fantine, who died and asked him to care for her daughter.

In the second part of "Les Miserables," Cosette grows up in time for a minor French revolution that is featured centrally in the second half of the musical.

Staging a musical that features such an extensive history and following does not worry Mahoney.

"I would be nervous to be Javert except that this is such a supportive environment," he said. "Mr. Sumerak is giving us room to grow and discover on our own. I don't think

10 Shaker students take the lead in bringing revolution to the stage

THANKS TO STAGE MANAGER RACHEL KRAUSE FOR HELP WITH ACTOR BIOS

Madame Thénardier
Klara Hricik

Klara is so thrilled to start her senior year with "Les Miserables." Among her favorite roles are "Once On This Island" (Asaka), "As You Like It" (Jaques), "Cat and Mouse" (Ms. Fisher) "Sweeney Todd" (Mrs. Lovett) at Hathaway Brown Theater Institute, "Hairspray" (Penny Pingleton) at Heights Youth Theater and "Little Women" (Jo March) Fairmount Performing Arts Conservatory. Klara is president of Shaker's International Thespian Society troupe, vice president of the Mixed A Capella Choir and a member of the A Capella Women's Ensemble and Chanticleers.

Marius
Lev Caruso

Lev, a junior, is elated to be playing Marus in "Les Miserables." He has enjoyed taking on this production with heavy acting in mind, and has learned a lot from the experience. The music excites him and is a lot of fun to perform with his friends in the cast. He also really enjoys the set and stage work that has gone into this show and encourages everyone to see it. His recent performances include "Seussical the Musical" (Horton), and Shaker Heights High School's production of "Once On This Island" (ensemble) last fall. Outside of the theater, Lev is an IB Diploma Programme candidate.

Cosette
Lauryn Hobbs

Lauryn is very excited to be in "Les Miserables" for a third time. She was recently the Assistant Stage Manager for "Belleville" at Dobama Theatre. Her performance credits include "A Chorus Line" (Diana), "Les Miserables" (Gavroche), "Once on this Island" (Timoune), "The King and I" (TupTim) and TrueNorth's production of "West Side Story" (Francesca). A junior, she was also a member of the 2014 Dobama Emerging Actors Program, the Energy Talent Community All American Travel Competition Show Choir, Chanticleers and A Capella Women's Ensemble.

Enjolras
Jack Bistritz

Jack, a junior, is ecstatic to be playing Enjolras in "Les Miserables." Jack has performed in many shows around Cleveland, including "Once On This Island" (Ton Ton Julian), "Honk!" (Drake), "A Chorus Line" (Al), "Joseph and the Amazing Technicolor Dream Coat" (Gad), "Charlie and the Chocolate Factory" (Mr. Bucket), "Children of Eden" (storyteller), "Welcome to the Haunted House" (Fred), "Oklahoma" (Ike Skidmore/Kansas City and Oklahoma Soloist). Last summer he was a member of the 2014 Dobama Emerging Actors Program, training extensively at Dobama Theatre for four weeks.

Gavroche
Amelia Bayless-Marr

Amelia has been in six musicals, including "Willy Wonka" (Oompa Loompa), "Urinetown the Musical" (Little Becky Two Shoes) and "Once On This Island" (ensemble) at Shaker Heights High School last year. She loves singing and acting and began taking voice lessons this year. She also plays clarinet and bass clarinet and is a junior black belt in Taekwon-do. Amelia, a sophomore, is also a dedicated Harry Potter fan. She was surprised to get the role of Gavroche since he is and 11-year-old boy, but is very excited to be playing the role. Amelia is excited to be a part of the show this year.

doing 'Les Mis' will be hard because it's a collaboration between many parts of the school, like choir and orchestra."

Likewise, even the audition process was less pressured. "It was a very welcoming experience," Ricanati said.

"The auditions were really exciting," said Sumerak. "We had a ton of people show up. We had somewhere around 70 or so students audition. We took, initially, a cast of about 40, and then over the last few weeks we're finding out about conflicts."

Sumerak went on to explain the audition process. "Audition happened over two days. For the initial audition, everyone got up and sang a small piece from the show. There was a choice of characters -- three selections for the guys and three for the ladies. Based on that, Doc Schneider and I went back and trimmed it down to about 16 people that we needed to see back for specific roles."

Voyzey said, "It's really intimidating to sing in front of all your peers. It was really good to learn that I have to go for it sometimes and display my talent."

Sumerak explained why auditionees sing in front of one another. "What we don't want to do is create an environment where people imagine some sort of favoritism," he said. "We want everyone to . . . know that when the cast list goes up, you saw why those people were picked."

"Sometimes people have this strange idea that doing theater is some shadowy little community of people huddled in the dark with the fancy seats, and it's really not," said Sumerak, "It's a big, open community. By letting everybody sit in on the audition, we're kind of throwing the windows open and saying, 'Look, we have nothing to hide!'

Hricik agreed. "The auditions were a great process because it is such a comfortable space. No one should ever not audition for a show at our school because the people in this program are so welcoming and open to all people," she said. "This company is like my family."

Despite the complexity of "Les Miserables," Sumerak said that "I think [the audience] can come to the show without knowing anything about it."

"The message of the show is about pushing through life by maintaining hope," he said. "The title literally means, 'The Miserable Ones,' so lots of people think that it's going to be a down and depressing show. While there are very sad moments, at the core of it, each character manages to move ahead because they won't let go of hope for something better. I think that's something that really makes it a universal show."

If You Go

Shaker Theater will stage three performances of "Les Miserables" in the high school's large auditorium, Nov. 20, 21 and 22. All performances begin at 7 p.m. Tickets can be purchased at www.tix.com or at the theater box office, located in the large auditorium lobby.

MAGGIE SMITH//THE SHAKERITE

Lev Caruso, playing the revolutionary Marius, rehearses a scene after school. The show opens Nov. 20 and closes Nov.

MAGGIE SMITH//THE SHAKERITE

The Shaker Theater Department keeps a multitude of costume hats in the school's basement.

MAGGIE SMITH//THE SHAKERITE

Student actresses channel the fraught emotions of "Les Miserables: Student Edition" in an after school rehearsal of the production.

New Dean of Students Aims to Alter Discipline Culture

Jon Moorehead relieves assistant principals of some disciplinary duties, begins restorative justice program to change the culture of discipline through peace circles, relationship building

NATALIA PERKINS STAFF REPORTER

Dean of Students Jon Moorehead, the newest addition to the high school's administration, works far beyond his corner office.

"I like to see what's going on in the classroom. I'm just being a teacher. I'm just being myself," Moorehead said. But he does not do this simply out of curiosity.

"[I like to be] an extra presence for the teachers to just let them know that I'm there to support," he said. "That way, the kids also get to know my face and know who I am and know that I'm not just the guy waiting down in the office to give you a detention or suspension."

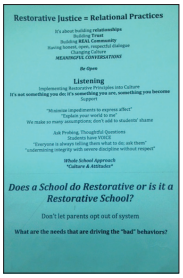
Moorehead addresses Level 1 disciplinary issues such as nonviolent, minor behavioral problems. Shaker High administrators and Leadership Retreat members determined this disciplinary level system. More than 80 percent of disciplinary issues are Level 1, which assistant principals managed until this year.

However, the Ohio Teacher Evaluation System has "greatly increased our workload in two areas: the number of meetings and paperwork," according to Assistant Principal Ann Spurrier, leaving assistant principals struggling to juggle both duties.

Starting last year, state law mandated a new teacher evaluation system, known as OTES. This system mandates that administrators perform two observations, a walk-though observation, pre- and post-observation meetings and a final evaluation meeting with every teacher. In addition, adminstrators have to prepare paper forms and enter observation data into a state system.

"I'm not just the guy waiting down in the office to give you a detention or suspension."

JON MOOREHEAD


Restorative Justice = Relational Practices
Listening
Does a School do Restorative or is it a Restorative School?
Don't let parents opt out of system
What are the needs that are driving the "bad" behaviors?

MAGGIE SMITH//THE SHAKERITE

Dean of Students Jon Moorehead aims to make sure students "know my face and know that I'm not just the guy waiting down in the office to give you a detention or suspension," he said. His job also includes implementing the restorative justice philosophy in school.

Assistant Principal Sara Joyce said Moorehead's disciplinary work gives the assistant principals more time to complete their OTES tasks."It gives us a little bit more time to look at more in depth things that are on our plates," she said. "There aren't students coming in on a routine basis."

Spurrier agreed that the new position "will tremendously help our workload."

In addition to taking on some of the assistant principals' disciplinary tasks, Moorehead was also hired to implement the new restorative justice program.

"The real purpose of the program is to try and create a community where all members feel invested . . . We want people to have the mindset that, being in classroom, everyone has the right to an education, and my choice to create disruption in the classroom took away education from others," Principal Michael Griffith said, invoking a student's persona to illustrate his point.

Along with Moorehead, three high school faculty members, three middle school faculty members and a representative from the Shaker Heights Youth Center attended a restorative justice conference Oct. 27-29 at the International Institute for Restorative Practices in Bethlehem, Pennsylvania. At the conference, they were to learn methods to improve behavior in schools and develop community. The trip costs the district $3,080.

"For kids in urban school districts that have some academic issues, [the program] gives them a space to discuss the issues that they are facing," Moorehead said.

"If they had some sort of confrontation or conflict with another student, it gives them an opportunity to talk all those things out, almost like in a peace circle," he said. Studies in the United Kingdom, Scotland and Pennsylvania found that implementing restorative practices by discussing issues such as bullying and fighting improved schools' learning environments and lessened disruptive behavior.

"It is a perfect [system] for us in that it is a focus on relationship building," said Griffith. "If we're working together in the community in a positive way . . . behavioral challenges are reduced."

MAGGIE SMITH//THE SHAKERITE

Dean of Students Jon Moorehead works at his office computer. Moorehead addresses low-level behavioral offenses and will help to establish a restorative justice program at the high school.

Moorehead's experience will help incorporate this new approach. He has worked with students at Scott High School in Toledo, Canal Winchester High School and Columbus State Community College. He earned a bachelor's degree in business administration from the University of Toledo as an information technology major and business law minor.

He also has a master's degree in education from Bowling Green State University, and just completed a one-year postgraduate fellowship at Harvard University in higher education administration.

While he has worked in a variety of educational environments, he calls Shaker High his "comfort zone."

"It reminds me more of what I did with Toledo public schools, so it plays right into my strengths," he said.

In Toledo, he was part of Closing the Achievement Gap, an initiative in which he taught male students with a history of academic challenges to promote graduation within four years. However, their racial demographics were much less diverse than Shaker's, an attractive aspect to him.

"I think I thrive in an environment when it is not a homogeneous population."

JON MOOREHEAD

MAGGIE SMITH//THE SHAKERITE

New Dean of Students Jon Moorehead, who works in Room 107, hopes to provide support for all students.

"I think I thrive in an environment when it is not a homogeneous population," Moorehead said.

Despite the school's diverse student population, Moorehead wants to be someone that all students are comfortable talking to by minimizing scolding and maximizing conversation. He, too, had academic difficulties in his adolescence and "was in and out of trouble a lot," he said.

"He's an understanding person. He can relate to you in some ways," said junior Jaylan Allen, a student who has talked with Moorehead.

Sophomore Ahmand Infante, another student who has spoken with Moorehead often, agreed. "He's amazing," he said. "He would do anything to make sure any student around here is OK."

"It has always been a passion of mine to be able to give back to young people who may be dealing with challenges and struggles similar to the ones that I had," said Moorehead, "and help them try to avoid the pitfalls that I fell victim to."

WILL MCKNIGHT//THE SHAKERITE

Freshman Tessa Shlonsky runs neck in neck with a North Royalton opponent Oct. 11 at the Northeast Ohio Conference River Division Meet. Women's cross country placed fourth out of six teams at the meet. Shaker placed 11th at regionals Oct. 25 and sophomore Mimi Reimers advanced to states.

The Myth of Women's Sports Coverage

Beauty trumps athletic prowess, and corrupt male athletes dominate

If you adopt the opinions of sports media, you may not know some women's sports exist -- let alone that their teams are excelling.

According to a 20-year-long study by the University of Southern California and Purdue University, male sports comprise 96 percent of TV networks' sports coverage.

Ose Arheghan
Staff Reporter

As a female athlete, let me tell you: 4 percent doesn't nearly cover everything in women's sports.

Especially when much of that coverage takes the wrong focus. As president of Sports Management Resources, which consults athletic programs on equity and development, Donna A. Lopiano explained the problem. "When male athletes receive media attention, such coverage is primarily focused on their skilled performance. When female athletes receive media attention, the media is much more likely to focus on their physical attractiveness or non-sport-related activities," she has said.

God forbid women be strong and muscular because of their athletic, intense training.

Tennis player Anna Kournikova exemplifies this double standard. Her long, blonde hair and cameos in music videos and movie attract more attention than her 111.2-mph serve. Her athletic ability is apparently not worth covering. She has won four WTA Tier I doubles championships, but most people know her as one of People Magazine's "sexiest women alive."

Venus and Serena Williams, also tennis players, received negative coverage for similarly wrong reasons Oct. 9, when the president of the Russian Tennis Federation made sexist comments about them. If you listen to him, it's a crime for a woman to be stronger than a man. Calling them "the Williams brothers," Shamil Tarpischev implied that he has a problem with "butch" women. God forbid women be strong and muscular because of their athletic, intense training.

A moral double standard also exists. Sports media hold the same men caught in scandal after scandal in higher regard than female athletes. Because I am female, any professional career I could have is deemed less important than that of a male athlete who knocks his fiancee unconscious in an elevator. What kind of message does that send to young girls?

In her letter to Dick's Sporting Goods complaining their magazine lacked female athletes, 12-year-old athlete McKenna Peterson proved young girls notice.

"There are NO girls in the catalog!" she wrote, according to Business Insider. "Oh, wait, sorry. There IS a girl in the catalog on page six. SITTING in the STANDS."

I can feel her frustration. Seeing women sidelined as men get all the credit gets old fast.

This isn't just a national problem. On Oct. 19, the Plain Dealer produced 45 sports stories. Of those, 43 were explicitly about men's sports and the other two covered coed sports -- about 96 percent male, the national average.

The Shakerite's coverage displays similar disparity. Of the 31 sports stories published between Nov. 13, 2013 and Oct. 17, 2014, 71 percent, or 22 stories, covered men's sports. That trumps 96 percent, but it's still not enough. The Raiderettes, who are not even on the fall roster, do not receive coverage despite the physical rigor they exhibit. Even our cheerleaders, who perform weekly alongside our band and football team, receive little if any attention.

When female athletes do receive coverage, it only occurs during certain times. Sports Management Resources said women's basketball is featured during its Final Four Tournament, but other than that, its coverage is lacking -- even though the games are equally exciting to watch. Despite men's longer seasons and playing times, statistics for the WNBA and NBA show both have a .771 percent free throw accuracy. Men and women have equal accuracy, though women have fewer chances. Yet you would never know from the coverage the sports receive.

In the end, between sexism in media, the TV time slots women's sports occupy and viewers' demands, women end up cheated.

So what is in store for female Shaker athletes? Should the awards we receive in high school be the only ones we ever expect? I sure hope not.

As citizens, we can control the media. What the people want is what they get. If we show more enthusiasm for female athletes, they will receive better treatment.

So instead of watching football out of habit, flip to a women's rugby match or a women's gymnastics competition. You may enjoy yourself more than you think.

WILL MCKNIGHT//THE SHAKERITE

Senior volleyball player Nazhary Jackson hits the ball during a game against Beachwood High School Sept. 4.

Will Shaker Ever

LET THERE BE LIGHT?

After years of sparsely-attended Saturday games, a new turf field offers the promise of nighttime competition and student sections that overflow with fans and spirit. But so far, the district shows no interest in bringing night games to life.

NED WEINGART RAIDER ZONE EDITOR

THE DIFFERENCE BETWEEN DAY AND NIGHT

WILL MCKNIGHT//THE SHAKERITE

Junior quarterback Craig Robinson calls a play in the offensive huddle in front of a sparse crowd during a Saturday afternoon home game. Athletes and students say Friday night games would prove more attractive to fans. When Shaker's new turf field was installed, the underground wiring necessary for lights was also installed.

WILL MCKNIGHT//THE SHAKERITE

Junior quarterback Adin Leibovich prepares to receive the snap for an extra-point attempt during a sold-out Friday night game at Brush High School in 2013. The Shakerite asked oval residents about the possibility of installing lights at Russell H. Rupp field, and most did not object. Shaker administrators, however, point to challenges such as game parking when discussing lights.

WILL MCKNIGHT //THE SHAKERITE

Officials look on during the Raiders' Friday night playoff game last year at St. Edward High School.

Friday night in the United States means one thing: high school football.

Almost every American high school experience features football-filled Friday nights. Movies, TV shows and books have documented America's Friday night lights.

However, Shaker Heights High School is an exception.

Instead, Shaker residents find an empty Russell H. Rupp Stadium Friday nights. No fans. No spirited student section. No band. No football. Because the field lacks lights, Shaker hosts Saturday afternoon games instead, which usually feature mediocre attendance and no student section.

Junior wide receiver Clay Brady thinks the games would attract more fans if Shaker invested in lights.

"I am almost positive that the turnout would be larger if we had Friday night games," said Brady. "Some of my football teammates even go to other local schools' Friday night games because they're so entertaining."

Senior running back Casmier Mitchell agreed that more students would attend Friday night games under the lights. "I think it'd be packed if we had Friday night games at Shaker," said Mitchell. "I don't think it would affect our play because if you're a good team, you execute no matter the conditions, but we would be pumped about more fans cheering us on."

Raider athletes besides football players agree that not having home games at night can be deflating. "We play at night for away games, and it feels a lot more professional," said senior soccer and lacrosse player Maeve Cook.

"This feeling really gets the team pumped up and ready to play."

Senior lacrosse player Colin Kempton agreed day games feel less intense. "Not having lights makes our games look less like high school games and more like middle school games," said Kempton.

"Lights would give games a much better dynamic, whereas now it just feels like we're just stopping by before we get home from school."

In addition, without lights, the home field advantage shrinks. "It's embarrassing to have to go into running time during a game because it is getting too dark to continue regular play," Kempton said.

Officials let the game clock to run continuously when darkness nears. Running time has been instituted during lacrosse games in recent years.

The threat of darkness loomed during the men's soccer district semi-final home game against Mentor Oct. 22. Shaker prevailed 1-0 two minutes into the second overtime, as Athletic Director Don Readance considered postponing the game due to darkness.

"Once the game starts, it's in the hands of the game officials. They would make the ultimate call as to whether or not we can't continue playing because there's not enough light," said Readance. "Right before we scored, I was about to walk over to their athletic director and make plans in case we couldn't finish the game."

"I don't believe that having a lack of lights at the stadium has a negative impact on our football program or Shaker experience since we've never had lights."

Gregory C. Hutchings, Jr.

Brady, who is also a varsity lacrosse player, believes that lights would affect Shaker athletes' on-field performance. He recently committed to play lacrosse for Division 1 Fairfield.

"Although I do love playing at home, it's just a different atmosphere playing under the lights, which every athlete I've ever been on a team with appreciates," said Brady. "I think that bigger crowds would get the team more pumped up, which will lead to better on-field play and more wins."

It is not only Raider athletes who think installing lights would be a good idea. Junior band field commander Max Markey agreed that the Saturday afternoon games leave something to be desired.

"Friday night football games are one of the hallmark experiences of high school," Markey said. "Friday night away games are a much better experience; there's an energy that's just hard to describe."

Band member Kylie Boyle, a junior, thinks the away night games are much more fun than Saturday home games.

"Although away games can be more time consuming, they're still my favorite games to go to because I think they're more fun at night under the lights," she said. "I mean

Friday night football games are the epitome of the American high school experience."

Junior Raiderette Margi Weiss said audience size is important."Nothing is more fun than performing in front of a full, excited crowd," she said, "but we only get that experience at away games, where the crowd is for the other team."

Student sections at other high school's night games are substantial, numbering in the hundreds. Shaker's basketball and hockey teams play most of their games at night and see large audiences. Last year's Feb. 2 basketball game against St. Edward High School was sold out days in advance.

"The student sections at hockey and basketball games are always so lively and energetic whereas at football games, if there even is one, it's small and not very energetic," said Weiss. "You can clearly see a difference between prep day for the hockey team's game against University School and the US football game."

"Friday night football football games would definitely be able to get the amount of hype that hockey and basketball get, if not more," Weiss said.

Superintendent Gregory C. Hutchings, Jr., on the other hand, does not think the field's lack of lights affects the game-day experience. "I believe that Shaker offers many opportunities for students to be involved in extracurricular activities and/or sports," said Hutchings. "I don't believe that having a lack of lights at the stadium has a negative impact on our football program or Shaker experience since we've never had lights."

Markey, however, argues day games dampen Shaker's spirit. "The lack of lights at Shaker definitely contributes to our lack of school spirit and unity," said Markey. "I think lights would open the door for other programs and activities that would contribute to school-wide unification."

So, why no lights at Rupp Stadium? In the past the district has stated that the field does not have lights because it is in a residential area and that a majority of oval residents would not support putting in lights. The Shakerite surveyed 18 oval residents, and found that 14 residents supported lights or were indifferent. Only four residents opposed the idea.

PETER O'NEILL//THE SHAKERITE

If the majority of oval residents don't oppose putting in lights, then cost may be one of the deterring factors.

According to Readance, the field already has the electrical groundwork to support lights. "When they put the turf in a few years ago, the electricians put the wiring for lights in for whenever the time would come when lights could be installed," he said. "All the costs are done for the lighting. We would just need to buy the light poles if we were to put lights in."

According to the Sports Turf Management Association, the average cost of installing lights would be $200,000 for the typical high school football field. But the cost of lighting Shaker's stadium would most likely be less because the stadium already has the electrical groundwork in place.

Readance believes there are logistical problems with the idea of Friday night games and thinks that the district has no plans to install lights anytime soon.

"I am kind of on the fence with it," he said. "I like some things about it, and others would present some logistical issues, like parking and the fact that we are in a residential neighborhood," Readance said. "I know the district is not thinking about or pushing for it."

"Friday night football is part of American culture."

CLAY BRADY

The difficulty of figuring out football game parking may be lost on students, however.

"Whatever the reason is for why we don't have lights, it needs to be compensated for," Brady said. "Friday night football games are a part of American culture. Lights would only increase school spirit, which as a school we already lack."

WILL MCKNIGHT//THE SHAKERITE

Senior Ben Medalie passes to a teammate during a lacrosse game in 2014.

WILL MCKNIGHT//THE SHAKERITE

Sophomore Billy Seguin shoots during a daytime home game against Hawken.

WILL MCKNIGHT//THE SHAKERITE

A Raider track athlete jumps hurdles during a daytime meet at Russel H. Rupp Stadium.

Men's Soccer Reaches Sweet 16 for First Time

New head coach, Alan Naigeon, emphasizes winning culture, taking early leads, and Raiders respond with record-setting season

WILL MCKNIGHT//THE SHAKERITE

A Mentor player weaves to avoid senior Tal Shutkin's kick during the district semifinal Oct. 22. Shaker's 1-0 win brought them closer to the districts finals, which they won.

SAM DANFORD STAFF REPORTER

Coming off a heartbreaking loss to No. 2 Mentor High School in last year's district finals, the men's varsity soccer team wrote a new script this year. Alan Naigeon was hired this year to replace Nader Sullivan as this year's head coach, instituting new methods and improvements to lead the Raiders' to their first-ever district championship.

With those improvements, Shaker finished the regular season with a 12-3-1 record, second in the Northern Ohio Conference and the No. 1 seed in the Euclid District in this year's Ohio High School State Tournament. The Raiders went on to enjoy success through districts. In their first playoff game Oct. 17, they beat Euclid High School 10-0.

Shaker also avenged last year's loss in penalty kicks to Mentor, winning the district semifinal 1-0 Oct. 22. Junior Jason LaMonica scored the winning goal in double overtime, at 99 minutes. Shaker beat Eastlake North High School 3-1 Oct. 25 for the district title, but lost in the Sweet 16 to Hudson High School Oct. 29. Although the final score was 4-2, the Raiders held leads at various points during the game.

Naigeon credits both mental and physical improvements for that record. "We have focused a lot on the mental aspect of the games," said Naigeon, "focusing on building a winning culture, and I think the boys are finally grasping this mentality."

The 2014 team also strengthened its offense and defense. Naigeon coached his offensive players to take early leads, making their opponents play catch-up. On defense, most credit goes to junior captain goalie, Vincent Prochoroff, who tended eight shutouts among the team's wins.

Prochoroff credits the Raiders' improvement to Naigeon. "Despite this being Naigeon's first year as head coach, he has really shaped us into a very fine team in a short amount of time," said Prochoroff. "There is a lot more motivation in how we play on the pitch than there was a year before."

Junior midfielder Evan Pascarella also believes Naigeon is the key to their success. "Coach Alan was the biggest impact for sure," said Pascarella. "He wants us to win more than anything, but also gets along with everyone really well."

Senior midfielder Tal Shutkin believes the success comes from the new offense Naigeon has introduced. "Our new system, the 4-3-3, is a very offensively oriented and allows for creative play on offense," said Shutkin. It is a system with four attackers, three midfielders and three defenders. Most of the pressure Shaker exerts on their opponent comes from the offense.

Naigeon was an assistant coach at the Division III Case Western Reserve University last year, but sought a head coaching opportunity. "I took the job to develop my own coaching philosophy, learn on my own while trying out my own drills. I heard about the job opening and thought it was the right time for me to step out," said Naigeon. "I was also coaching at the Shaker Youth Soccer program and knew that the soccer community is getting stronger and stronger here, so I didn't need to think twice about it."

WILL MCKNIGHT//THE SHAKERITE

Junior Jason LaMonica celebrated his goal Oct. 22.

After the Raiders saw a series of coaches in the last five years, Naigeon plans to be Shaker's varsity coach for years to come. "With sports and soccer you never know," said Naigeon. "Down the road my personal goal is to coach in college and at the professional level, but I enjoy Shaker and I told the boys I won't leave before we win a district championship."

"I still have a lot of things to learn before moving up," said Naigeon. "Before even thinking about the future, my priority is to build a strong winning identity and culture around our soccer program. To do it, it takes time and a lot of determination to achieve the same common goal of becoming one of the best teams in the state."

WILL MCKNIGHT//THE SHAKERITE

Players credit new head coach Alan Naigeon with transforming the team. The Raiders enjoyed more success in playoffs than they have in years, thanks to mental and physical improvements.

Fall Season Ends with Heartbreaks, New Hopes

After mixed fall campaigns, Raiders finish strong, continue in playoffs or plan for next year's team

NED WEINGART RAIDER ZONE EDITOR

WILL MCKNIGHT//THE SHAKERITE

The cross country team huddles instensely before the Northern Ohio Conference River Division Meet Oct. 11

WILL MCKNIGHT//THE SHAKERITE

Senior running back Casmier Mitchell heads for a touchdown during Shaker's home opener against University School.

FOOTBALL

2014 RECORD: 1-9
2014 PLAYOFF RESULT: DNQ
2013 OVERALL RECORD: 6-4
2013 PLAYOFF RESULT: LOST IN REGIONAL SEMI-FINAL

In a big departure from last year's playoff-qualifying season, the Raiders were 1-8 through nine games. Shaker plays one of the toughest schedules in the state, facing Mentor, Stow, Solon and Elyria, all of which are ranked in the top 25 in the region. The team lost key players from last year's playoff team, including DE Joe Henderson, DT Jamerez Bowen and WR Odell Spencer, all of whom are currently playing at Div. I schools. Though Shaker has struggled, junior DT Gary Harris and senior LB Nate Hudson have been important contributors on defense. Junior QB Craig Robinson threw for two touchdowns in Shaker's 48-12 blowout win against Normandy.

FIELD HOCKEY

2014 RECORD: 4-12* (15-1 WITHOUT VACATED WINS)
2014 PLAYOFF RESULT: STATE CHAMPIONS
2013 RECORD: 12-0
2013 PLAYOFF RESULT: LOST IN STATE SEMI-FINAL

Raider field hockey capped a 15-1 regular season with the No. 1 overall seed in the Gates Mills District. Shaker's sole loss was to Bishop Watterson High School in Columbus. Because of an accidental OHSAA violation involving a senior player, the OHSAA forced Shaker to forfeit some of their wins, so the team finished 4-12, officially. The Raiders returned eight starters from last year's state final four team including senior forward Kasidy Anderson, who led the team with 42 goals Senior Juliana Pollack and junior Colleen Bradley have been key contributors on defense. Sophomore forward Haley Brady scored 13 goals. The Raiders scored a big 3-1 win over rival Hathaway Brown and a 1-0 overtime win over Hudson. Shaker won the district final Oct. 25 against Maumee Valley and went to Columbus for States Oct. 31.

WILL MCKNIGHT//THE SHAKERITE

Sophomore midfielder Meagan Mitchell hits the ball during a home game against rival Hathaway Brown.

WILL MCKNIGHT//THE SHAKERITE

Senior Grant Zempolich heads a ball during the Raiders 1-0 home win over rival Mentor .

M. SOCCER

2014 RECORD: 12-2-1
2014 PLAYOFF RESULT: LOST IN REGIONAL SEMI-FINAL
2013 RECORD: 11-5
2013 PLAYOFF RESULT: LOST IN REGIONAL SEMI-FINAL

Men's soccer finished the regular season with an overall record of 12-2-1 and earned the No. 4 ranking in Cleveland, the highest in the program's history. The Raiders won a pivotal regular-season 1-0 home game over rival Mentor, whom the Raiders lost to in last year's district final in penalty kicks. Shaker's key offensive players included leading scorer Cameron Isenberg, a senior, and junior midfielder Gus Hatch. The defense played especially well, at one point going 200 minutes without allowing a goal. Junior goalie Vincent Prochoroff, junior center-back Evan Pascarella and Finnish exchange senior Elias Silvola were key to the defense's success. The Raiders earned their first-ever district championship Oct. 25, but lost to Hudson High School 4-2 in the regional semi-final match.

W. SOCCER

2014 RECORD: 8-7-1
2014 PLAYOFF RESULT: LOST IN DISTRICT SEMI-FINAL
2013 RECORD: 5-10-3
2013 PLAYOFF RESULT: LOST IN DISTRICT SEMI-FINAL

Raider women's soccer improved on last year's 5-8-3 record by finishing the season 8-7-1. Shaker netted a key 3-2 win over Lakewood and a 5-2 first-round playoff win over St. Joseph Academy. The Raiders returned starting offensive players, including senior forward Maeve Cook and senior midfielder Phoebe Potiker. Freshman midfield/forward Enna Van den Akker was also a key contributor. The team was seeded 8th in their district and almost knocked off No.1 -seeded Brecksville in their second-round playoff game, but came away with a heartbreaking 2-1 loss after a late Brecksville goal.

WILL MCKNIGHT//THE SHAKERITE

Senior Isabel Haber takes a corner kick during the Raiders' playoff game against Brunswick Oct. 6.

WILL MCKNIGHT//THE SHAKERITE

Junior Justyn Moore and senior Brian Lief race during the Northern Ohio Conference River Division Meet Oct. 11.

The Raiders had a very successful season and finished second at the district meet, the highest Shaker finish in 20 years. Key runners included senior Brian Lief, who ran a 16:33 at the Northeast Ohio Conference league meet, and junior Justyn Moore, who ran a 16:22 at the league meet, the fastest Shaker time in 11 years. The Raiders placed 15th at the Regional Meet Oct. 25 and did not qualify for the state meet. Senior James Caffrey led Shaker with a 17:40 time.

MEN'S CC

2014 PLAYOFF RESULT: ADVANCED TO REGIONALS AS A TEAM, PLACED 15TH
2014 STATE QUALIFIERS: NONE
2013: PLAYOFF RESULT: ADVANCED TO DISTRICTS
2013 STATE QUALIFIERS: NONE

WOMEN'S CC

2014 PLAYOFF RESULT: ADVANCED TO REGIONALS AS A TEAM, PLACED 11TH
2014 STATE QUALIFIERS: MIMI REIMERS
2013 PLAYOFF RESULT: ADVANCED TO REGIONALS AS A TEAM
2013 STATE QUALIFIERS: CHLOE BINCZYK

The Radier squad changed a lot from last year after losing senior Chloe Binczyk, who is now running at Columbia University. With the loss of Binczyk, though, underclassmen stepped up to fill the void. Key runners included senior Elana Ross, whose best time was 20:17; sophomore Mimi Reimers, whose best time was 19:06, and freshman Sophie Carrier, whose best time was 20:12. They performed well at districts and advanced to regionals as a team for the 11th consecutive year. Placing 11th at the regional meet, they did not qualify for the state meet as a team. Reimers led with a 19:44 time and qualified as an individual.

WILL MCKNIGHT//THE SHAKERITE

The Raiders prepare to run during the Northern Ohio Conference River Division Meet Oct. 11.

WILL MCKNIGHT//THE SHAKERITE

Sophomore Courtney Allen spikes the ball. The volleyball boosted its record this year with eight wins. .

The Shaker Heights varsity volleyball team finished the season with an overall record of 8-12. No. 9 seed Shaker Heights beat No. 8 seed John Adams in three straight sets. The team then played No. 1 seed Kenston in sectional finals and lost to them in three straight sets. The Raiders' big wins this year came against Laurel, Parma and also rivals Garfield Heights. Senior Parris Mason, sophomore Brianna Ali and junior Nya Hardaway were key contributors.

VOLLEYBALL

2014 RECORD: 8-12
2014 PLAYOFF RESULT: LOST IN FIRST ROUND
2013 RECORD: 2-10
2013 PLAYOFF RESULT: LOST IN FIRST ROUND

MEN'S GOLF

2014 RECORD: 12-2
2014 PLAYOFF RESULT: ADVANCED TO DISTRICTS
2013 RECORD: 10-3
2013 PLAYOFF RESULT: LOST IN SECTIONAL

The men's golf team celebrated a Northeast Ohio Conference Lake Division title, and an undefeated conference record this season. The team built on last season's 10-3 record with an overall record of 12-2. The Raiders made a deep playoff run to the district round for the first time in 30 years. The team returned senior captain Daniel Hirsh, who had the team's best scoring average. Senior captain Colin Kempton and junior Canyon McWilliams were also key contributors. McWilliams was second on the team in scoring average. The Raiders finished their season by advancing to the district final.

WILL MCKNIGHT//THE SHAKERITE

Senior Daniel Hirsh on the backswing.

WILL MCKNIGHT//THE SHAKERITE

Junior Amani Hill chips during a match against Cuyahoga Falls.

The women's varsity golf team finished with a 5-11 overall record in 20114. Shaker finished 13th out of 18 teams in their conference. Although they struggled in the regular seson, the Raiders scored playoff wins over Mayfield and Twinsburg and also finished 4th in the Northeast Ohio Conference tournament. Junior Hannah Ruhoff, sophomore Arionne Claytor and junior Amani Hill were key contributors this year.

WOMEN'S GOLF

2014 RECORD: 5-11
2014 SEASON HIGHLIGHT: FINISHED 4TH IN CONFERENCE TOURNAMENT

W. TENNIS

2014 RECORD: 6-8
2014 PLAYOFF RESULT: 3RD ROUND OF SECTIONALS
2013 RECORD: 6-6
2013 PLAYOFF RESULT: 3RD ROUND OF SECTIONALS

The women's tennis team took a step back this season with a 6-8 record, compared to 6-6 in 2013. The Raiders returned seniors Quinn Frierson and Hillary Lacks from the 2013 varsity team. Junior Allison Gao also stepped up to play a key role for the Raiders. The team scored some big wins. including a 3-2 win over Mentor, a 5-0 win over Brush and 5-0 win over rival Cleveland Heights. Shaker did not qualify for playoffs as a team or individually.

GRISTMILL

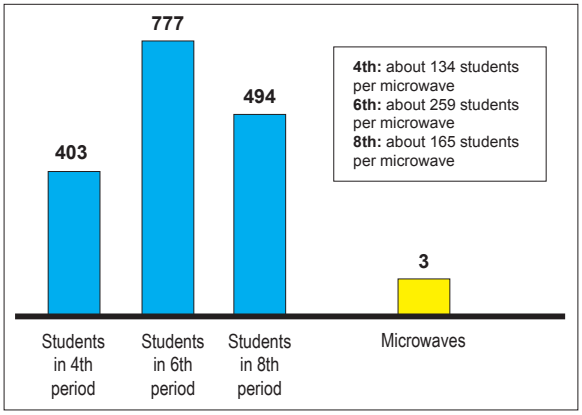
Sophomore Taylor O'Rourke prepares a backhand return.

Microwave Madness

SARA MESIANO

Raider Rant

The lines for the snack bars are bad. The line for buying lunch is even worse. Now we have to deal with another atrocious line to warm food we bring from our own homes? The simple facts are that we have 777 people in 6th period lunch, 494 people in 8th period lunch, and 403 people in 4th period lunch. With all these people, there's bound to be significant amounts of students who want to microwave food. And yet, there are only three microwaves available, including the one three-quarters of students do not have access to in the senior lounge. It's the 21st century, and our lack of microwaves is an embarrassment. It should no longer be considered a luxury to have warm food. If I want to bring in my leftover Chipotle for lunch, I should not have to spend 15 of my 30 cherished social-time minutes in a line for the microwave.



The "Meh" List

Abby White

1. Remind 101
2. IB yard signs
3. School WiFi
4. The Raider Mascot
5. "Flex Night"

Flag Waves In Controversy

ABBY WHITE

An International Baccalaureate flag flew below the American flag on the high school's flag pole Oct. 28 and 29. Although the flag was meant to raise awareness for IB and enhance IB Diploma Candidates' "spirit day," its place on the flag pole caused protests by students who considered the action disrespectful. Several students posted a petition throughout the school calling for the flag's removal. "The students of Shaker Heights High School find it unacceptable that an International Baccalaureate Program has been made to be at the same level as The United States of America," the petition reads. "It is disrespectful, not only to us as Americans, but to the 96% of Shaker Heights High School students who are not enrolled in the International Baccalaureate Program.Those students who are not enrolled in this program often find it disconcerting and offensive that our hard work is not recognized or praised as often as are IB accolades." Signed petitions disappeared from school walls Oct. 30.

DAVID SHAKNO//THE SHAKERITE

Catching up on Super Tweets

The best -- and worst -- tweets from our favorite bowtied superintendent

Hutchings accepted the men's soccer team's ice bucket challenge in support of Amyotrophic Lateral Sclerosis. In a lottery of sorts, Hutchings selected three of his Twitter followers for the honor of drenching him -- then wore a waterproof jumpsuit during the taping.

Hutchings combined his fondness of IB Learner Profile terms and penchant to quote himself in one stellar tweet. What a balanced, principled, courageous vacation he must have had.

Want to read more stories that make you so chipper you think school is almost over? ***Visit www.shakerite.com***

Please Stop; You Are Annoying Me

ALEXANDRA HARRIS

Four minutes. That's the amount of time we have to get from class to class. So will someone please explain how students fail to walk at an average pace. Seriously, I've seen Internet Explorer work faster than you. Pick up your feet and get moving! You are an embarrassment not only to our school, but also this great nation. You would never make it in New York. So please stop, slow hallway walkers, you are annoying me.

Heard in the Halls

"Are you guys trying to go Ebowling this weekend?"

October 15, 1:00 p.m.

"Is there a cow in here?"

September 22, 3:42 p.m.

"This is the perfect time to fart!"

September 9, 1:38 p.m.

3-Second Movie Reviews

ABBY WHITE

Somehow, both scary and cheap.

Was this really necessary?

Slightly creepy, but impactful.

Thirsts Will No Longer Be Quenched

The Cold War era Halsey Taylor water fountain, the best water source in Shaker schools, died last month. Thirsty people mourn.

What I'm Snacking On

HILLARY LACKS

I'm snacking on Blastin' Berry Hot Colors Fruit Roll-Ups from the senior lounge. No, they are not healthy, and no, they do not fill you up. But with a harsh Cleveland winter heading our way, we have to start fattening up as quickly as possible. And if I have to be at school, I might as well have a tasty snack to brighten my day.